DOCUMENT RESUME

ED 103 060 JC 750 206

TITLE	Recommendations for Institutional Roles and Missions in Washington, Part II: The Community Colleges. Staff Report for the Advisory Committee on Institutional Roles and Missions. Draft Discussion Document.
INSTITUTION	Washington State Council on Higher Education, Olympia.
PUB DATE	23 Jan 75
NOTE	219p.
EDRS PRICE	MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS	Adult Basic Education; Advisory Committees; *College Role; Community Services; Counseling Services; Educational Assessment; Enrollment Trends; Ethnic Groups; *Junior Colleges; Junior College Students; Master Plans; *Organization; Postsecondary Education; *State Programs; State Surveys; *Statewide Planning; Transfer Programs
IDENTIFIERS	*Washington

ABSTRACT

This report is intended to serve as a resource document providing background and perspectives for a discussion of the roles and missions of the community college system of the state of Washington. The objective is to help the community college system incorporate their planning and goals into the larger perspective of the state's total postsecondary educational effort. Introductory material describes the statements of missions and goals which evolved out of the State Board for Community College Education's 1971 report "Design for Excellence" and Phase I of the Board's subsequent Six-Year Plan adopted in 1973. Characteristics of the community college student are provided through statistical data detailing age distribution, ethnic composition, sex ratios, enrollments and access to education. The academic transfer program, general studies program, adult basic education, community services, and counseling and guidance services are all reviewed with respect to the degree of success these programs have had in meeting the recommendations set forth in the Six-Year Plan. Descriptions of individual community colleges comprise a large portion of the report. Various conclusions and recommendations for roles and missions that are stated throughout the document are accumulated and summarized in the final section. A roster of the advisory committee is appended. (AH)

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INTRODUCTION

In keeping with its statutory mandate to determine a division of responsibility in Washington higher education, in late 1972 the Council on Higher Education empaneled an advisory committee to study institutional roles and missions*. The Committee was divided into three subcommittees: Task Force A, to examine institutional and segmental roles and missions, Task Force B, to review current instructional program offerings, and Task Force C, to study new educational developments and approaches.

Early in the process, Task Force A, the body whose specific purview concerned roles and missions, contacted each institution and segment for a descriptive statement of its role and mission. The responses were generally inconclusive. Because of this, it proved necessary to prepare draft reports for each of the major segments of postsecondary education (four-year public, two-year public, vocational-technical, and private, including proprietary) and circulate them for review and comment. This was the process followed with Part I of the Roles and Missions Report (The State Colleges and Universities) and it is the process envisioned for the remaining two portions.

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*Appendix I contains a roster of the advisory committee members and the charge given to the Committee.

Somewhat unlike the experience encountered when describing the roles and missions of the senior public institutions, the community college system has a six-year system plan. Perhaps more important, a significant portion of the community college roles and missions is reasonably cogently described in statute law. If there is any particular shortcoming reflected in these statements and plans it is a lack of placement in a larger perspective, in this case in the perspective of the state's total postsecondary educational effort. The objective of this report is essentially one of providing such a perspective.

Before proceeding, it needs to be noted that this report is not the Council's comprehensive plan. Rather, it is a resource document for use in the process leading to that plan. Its findings and recommendations will be integrated with those of reports concerning the roles and missions of the other educational segments, educational goals, continuing education, finance, current programs, non-traditional education, etc., into the plan. The draft of the plan will be circulated for review and comment before its adoption by the Council*.

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*The Council's planning process, and the relationship of the advisory committees and these resource reports to that process are discussed in the report, "A Planning Outline for the Study and Coordination of Washington Higher Education" (CHE, March, 1972).

Roles and Missions of Washington's Community Colleges

Washington has been identified as a pacesetter state in the development of community colleges. Not long ago (in 1968), this state, along with six others (California, New York, Illinois, Michigan, Florida, and Texas) accounted for more than two-thirds of the nation's community college enrollments and for more than one-third of its public community colleges. During that year, the State ranked third, after California and Florida, in enrollment in two-year institutions as a percentage of total undergraduate enrollment (48.6%), and it also ranked third among the seven pacesetter states in average enrollment of individual campuses. It was second only to Florida among the seven in the relative growth of enrollment from 1960 to 1968. And in 1968 it led the pacesetter states in its emphasis on occupational education (37 percent of total enrollment)*.

The state remains in the forefront of community college education. With 27 geographically dispersed campuses and 117,000 students**, Washington's community colleges comprise a mature system and culminate a process that commenced almost 50 years ago, with the creation of Centralia College in the mid-1920's.

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*Medsker, Leland L., and Tillery, Dale, Breaking the Access Barriers, Carnegie Commission, pp. 26-62.

**Headcount, fall, 1974, including community service enrollments. If community service enrollments are excluded, the figure is 114,000.

At the outset and throughout most of their existence, the community colleges--initially called Junior Colleges--were operated by local school districts. The pattern of local operation continued until 1967 when the present state system was created. However, state aid to these institutions in 1941 pre-dated the creation of the system by about 25 years. While this was a significant step for the community colleges, it was coupled with a prohibition that temporarily stifled their general proliferation--state aid to junior colleges was not authorized in counties with existing senior institutions (this prohibition delayed the development of community colleges in the State's three most populous counties--King, Spokane, and Pierce--all of which had, and continue to have, four-year colleges or universities).

This pattern prevailed until 1961, when the groundwork for the present system was laid. Until then junior colleges tended to be small, predominantly liberal arts institutions. The 1961 legislature rescinded prohibitions on the establishment of such institutions in all counties of the state; and it was during that year that the reference to "junior colleges" was officially changed to "community colleges."*

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*Nomenclature is comparatively important in this case. In American higher education, junior colleges tend to be considered as liberal arts "Feeder Institutions," with essentially an academic transfer program emphasis. "Community college" connotes program comprehension, transfer, vocational, adult education, and community service, as is discussed in greater detail later in this report.

In the six-year period following enactment of the 1961 provisions, the number of community colleges in the State doubled, with new institutions established in King, Pierce, Spokane, and other counties. In 1963, the Legislature required that community college funds and accounting be separated from those of the common schools, although local school districts would continue their administration. Finally, in 1965, the Legislature directed the Superintent of Public Instruction to prepare a plan for the organization of community college education and provide the groundwork for a system of community college education to be established two years later.

The Community College Act of 1967 culminating this process recognized the community colleges as they had evolved in this State, an independent sector of higher education, open to all residents, and providing academic, vocational, community service, and adult programs. The act also established the State Board for Community College Education (SBCCE) as the central administrative agency for these institutions*.

The 1967 Act also described the base on which the current role and mission of the community colleges rests. By virtue of its provisions, the colleges are required to:

> Offer an open door to every citizen, regardless of...academic background or experience, at a cost normally within (one's economic) means.
>
> Offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students

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*See Volume 1, Design for Excellence, SBCCE, 1971, for an excellent summary of the community college movement in Washington.

> served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practial courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education.*

The law requires that these responsibilities be carried out with "efficiency, creativity, and imagination" and that "unnecessary duplication of facilities and programs" be avoided. It calls for orderly "growth and improvement" and specifies that the "community colleges are, for purposes of academic training, two-year institutions, and an independent, unique, and vital part of the state's higher educational system."

The Community College Act reflects the national view of what has become the main objective of community colleges. These uniquely American institutions represent the primary instrumentality for achievement of access unencumbered by financial, social, academic, or geographic restraints: this "open door" educational philosophy is the hallmark of the community college and by virtue of it the community colleges have become the basic route to the democratization of higher education.

This is a weighty and impressive role, and it poses problems: community colleges are called upon to perform a greater variety of services for a more diverse clientele than any other category of postsecondary educational institution in the United States. The open door calls for admission for all who can benefit, without regard for past educational achievement. Since the capabilities and interests of students in such a setting will vary extensively, the community colleges must offer a range of courses and programs sufficient to accommodate these varied interests and capabilities; if they are to be effective, they must offer comprehensive curricula.

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*RCW 28B.50.020

If the millenium were upon us, this would be a responsible but not impossible task. However, this is 1974; and because the system must operate in an environment of finite resources, a truly open door, and a truly responsive curriculum are less than realities. In operation, the open door cannot be open beyond the point where resources are exhausted. And all of the courses and options that students may prefer cannot be provided. Priorities are demanded, and it is in the establishment of such priorities that the Washington system encounters major dilemmas. One of these is in the area of comprehensiveness.

The relationship between the open door and a comprehensive curriculum is apparent in Carnegie Commission recommendations concerning community colleges:

> (It is recommended)...that all states enact legislation providing admission to public community colleges to all applicants who are high school graduates or are persons over 18 years of age who are capable of benefiting from continuing education(,)

and,

> ...that all state plans for the development of two-year institutions of higher education...provide for comprehensive community colleges, which will offer meaningful options for college-age students and adults among a variety of educational programs,

> including transfer education, general education, remedial courses, occupational programs, continuing education for adults, and cultural programs designed to enrich the community environment.*

Hence, open admission is meaningful and effective only in the context of a range of curricular options, careful guidance, and effective counseling; a comprehensive program

In its most generally recognized meaning, comprehensiveness involves an articulated program of academic, occupational, developmental, and avocational courses offered in concert with individual guidance and counseling:**

> Apology programs in career education, developmental learning, continuing education, community service, and counseling and guidance will not suffice. The emphasis primarily upon academic transfer programs, with anemic attention paid to the other (dimensions) must of necessity transform the open door concept into a revolving door actuality.***

The dilemma faced by those who administer and provide the resources for these institutions is reflected in what the Community College Act of 1967 and the dominant literature on the subject prescribe, on the one hand, and what the resources of the state can sustain, on the other. The fact that the literature on Community Colleges finds strong support in the Community College Act suggests that the state legislature is generally supportive of these views.

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*Carnegie Commission, The Open Door Colleges: Policies for Community Colleges, 1970, pp. 15-17.

**Moreover, all of this must be accomplished in a manner sufficiently flexible to accommodate frequent shifts in the educational plans of individual students.

***Medsker and Tillery, op. cit., p. 157.

The fact that there are waiting lists of students for some programs, and that not all students can enter when they wish because there is not enough room in a college, or room in the desired program upon entrance, indicates that not all student needs and desires can be immediately met. The compromises that have been made, and those yet to be made, are the friction points for the system.

One objective of this report is to describe some of the routes that might be pursued in moving closer to making the essence of the Community College Act a reality. Another is to suggest priorities that might be employed. Before proceeding, however, in that this report is one of several on institutional roles and missions, the community colleges need to be described in terms of their relationship to the other educational entities operative in Washington, at least those discussed in earlier reports.

In the report on state college and university roles and missions it was stated that for purposes of identification American colleges and universities could be classified into six types: comprehensive universities, regional universities, state colleges, teacher colleges, single-purpose specialized colleges, and community colleges. Five of these seven types (comprehensive universities, regional universities, state colleges, and community colleges) are found in Washington. (Vocational-Technical Institutes are single-purpose in nature, but they are technically not colleges.)

Also as noted in that report, institutions of higher learning may be classified in accord with their relative emphasis on undergraduate level instruction, graduate level research, and the extent to which an academic or applied orientation is stressed in their program efforts. The two dimensions, program level and curriculum emphasis, provide a framework for comparing institutions.

In Washington, community colleges offer degrees, certificates, or diplomas to the Associate (two-year) level in the academic areas and in the occupational fields at technical or semi-professional levels. In all, 13 Associate degree titles are awarded. About 40 percent of the students receiving Associate degrees in the community colleges receive degrees of an academic nature (Associate in Arts, Associate in Arts and Sciences, etc.). The remaining 60 percent receive degrees in the occupational or technical areas (Associate in Technical Arts, Associate in Applied Science, etc.). Finally, significant numbers of community college students leave for employment made possible by the marketable skills they have acquired in the community college although they may not have achieved a degree.

Accordingly, in comparison with other types of institutions of higher learning in Washington, community colleges occupy the general areas of the diagram shown on Table 1. They offer diplomas at the Associate and sub-Associate level; and their programs span the spectrum from academic to applied.

Community colleges are characterized by 1) open door admissions policies, 2) comprehensiveness, 3) community orientation, 4) emphasis on teaching, 5) student centeredness, and 6) program flexibility and innovation.*

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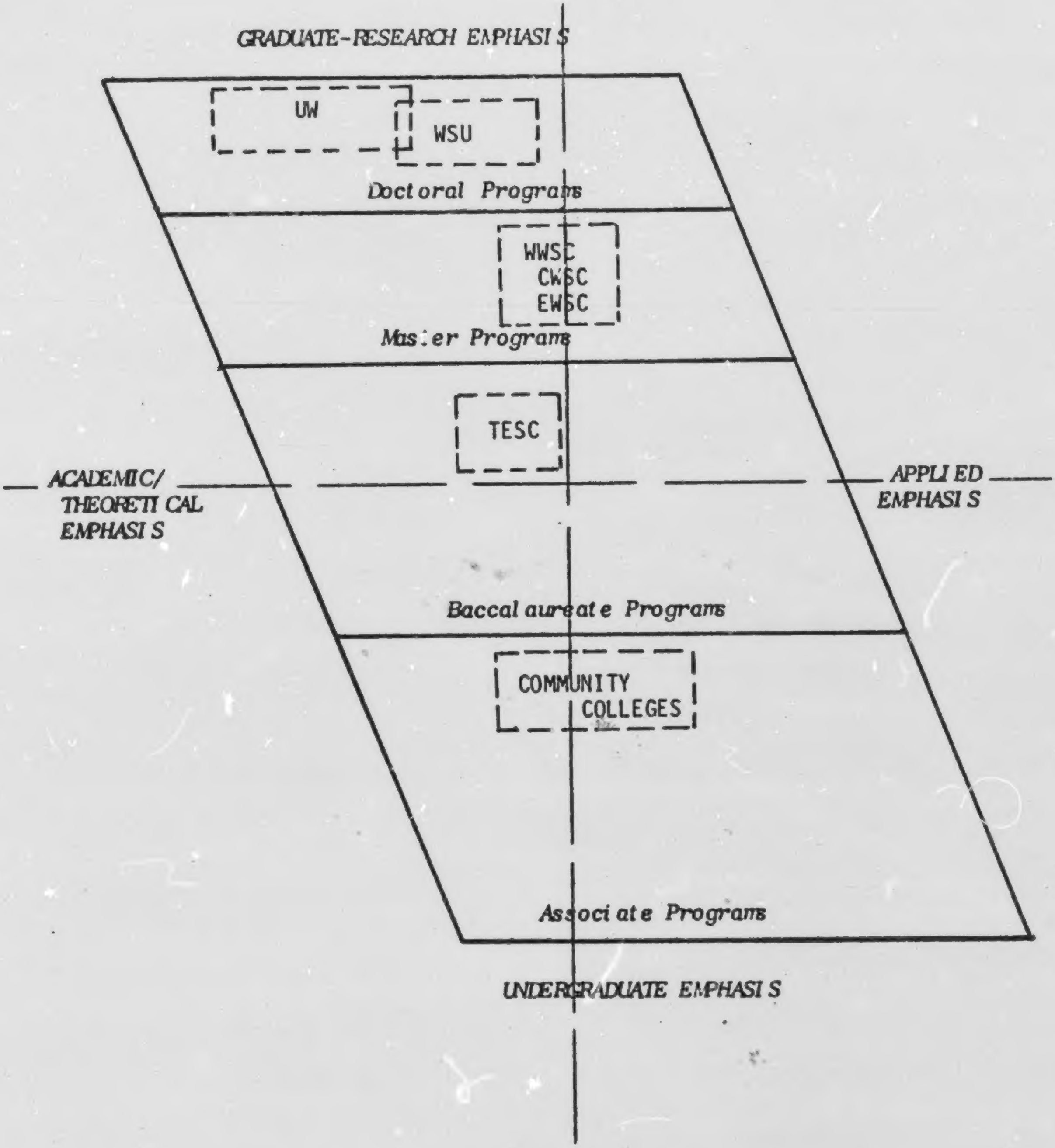
*Medsker and Tillery, op. cit., pp. 26-62.

TABLE 1


GRADUATE-RESEARCH EMPHASIS
UW
WSU
Doctoral Programs
WWSC
CWSC
EWSC
Master Programs
TESC
ACADEMIC/
THEORETICAL
EMPHASIS
APPLIED
EMPHASIS
Baccalaureate Programs
COMMUNITY
COLLEGES
Associate Programs
UNDERGRADUATE EMPHASIS

A. The Organizational Structure

Washington's community colleges are jointly administered by the SBCCE and local districts. Locally, they are governed through 22 community college district boards. Eighteen of the twenty-two districts comprise one college each. Four districts contain more than one college. These are: Seattle (with North, Central, and South Seattle Community Colleges), Spokane (Spokane and Spokane Falls Community Colleges), Snohomish (Edmonds and Everett Community Colleges), and Centralia (Centralia College and the Olympia Vocational-Technical Institute). Figure I is a state map describing the community college districts.

The district boards are responsible for the operation of the colleges, the preparation of district comprehensive plans, the employment of staff (and professional negotiations therewith), the establishment of new facilities (with the approval and direction of the State Board), the establishment and operation of dormitories and other self-supporting service facilities, the issuance of certain types of bonds (with the approval of the State Board), the operation of night schools, the establishment of courses of study (with the assistance of the faculty), the award of degrees, diplomas, and certificates, and the promulgation and enforcement of rules and regulations consistent with the law or State Board rules.*

In brief comparison, the district boards are responsible for the operation of the colleges, determination of curricula (with

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*See RCW 28B.50.140

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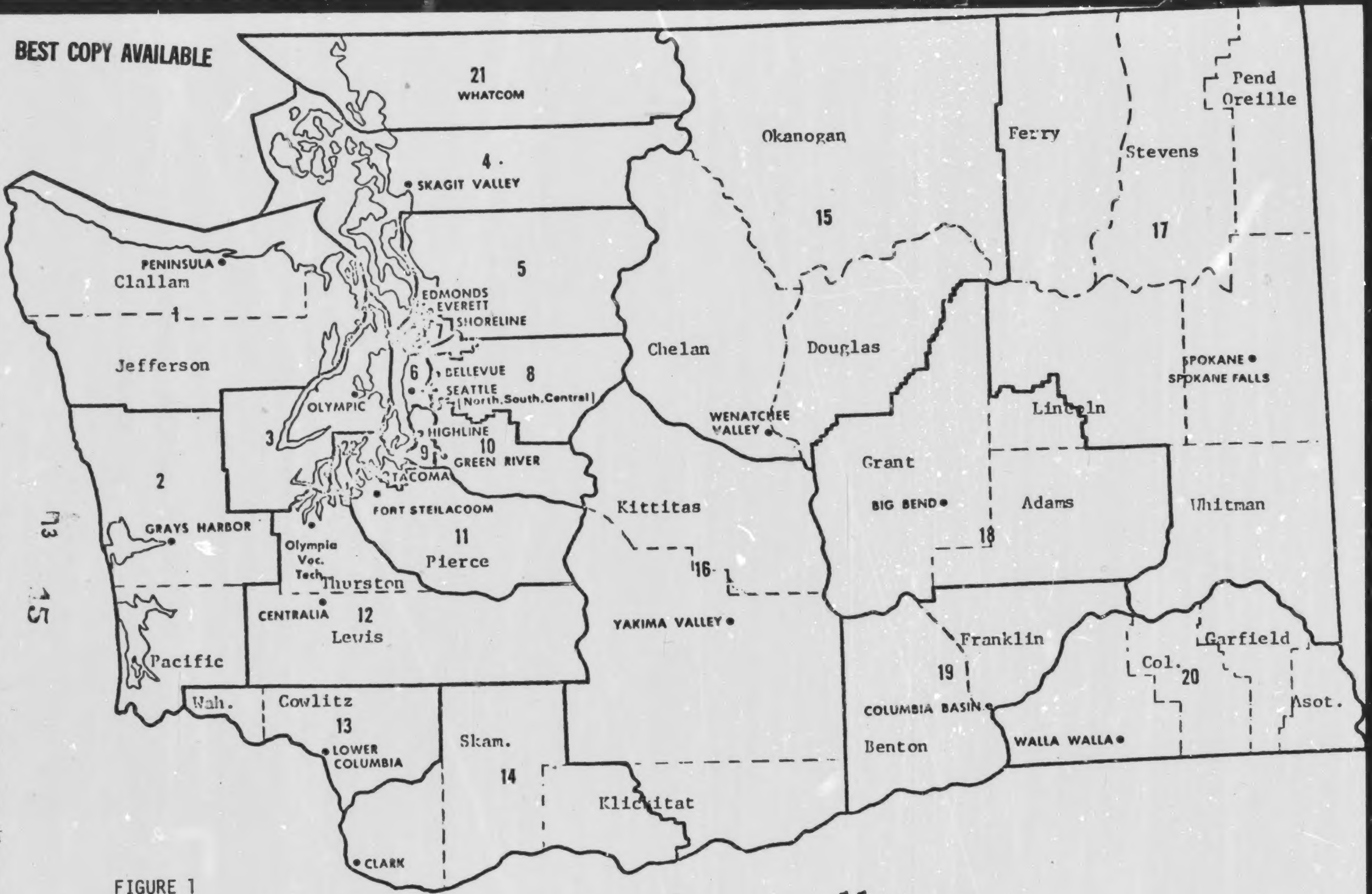
21
WHATCOM
4
SKAGIT VALLEY
PENINSULA
Clallam
1
Jefferson
5
EDMONDS
EVERETT
7
SHORELINE
6
BELLEVUE
8
SEATTLE
(North, South, Central)
OLYMPIC
3
HIGHLINE
10
9
GREEN RIVER
TACOMA
2
FORT STEILACOOM
GRAYS HARBOR
11
Pierce
Olympia
Voc.
Tech
Thurston
CENTRALIA
12
Lewis
Pacific
Wah.
Cowlitz
13
LOWER
COLUMBIA
Skam.
14
CLARK
Klickitat
Okanogan
15
Chelan
Douglas
WENATCHEE
VALLEY
Kittitas
16
YAKIMA VALLEY
Grant
BIG BEND
18
Franklin
19
COLUMBIA BASIN
Benton
Ferry
Stevens
17
Pend
Oreille
SPOKANE
SPOKANE FALLS
Lincoln
Adams
Whitman
Garfield
Col.
20
Asot.
WALLA WALLA

FIGURE 1

washington community colleges and community college districts

SBCCE review and approval), award of degrees, and establishment of necessary local administrative rules and regulations, while the State Board is responsible for policies covering concerns of a statewide nature (how many and where community colleges should be located, development of the system budget, allocations of funds, standard policies for all institutions, and the assurance of quality education throughout the system).*

B. The Six-Year Plan

The Community College Act of 1967 charges the SBCCE with responsibility for preparing a comprehensive master plan for the development of community college education in the state. The Board's first planning effort culminated in the 1971 three-volume document, Design for Excellence. In this report, the purposes of the community colleges were defined in the following terms:

1. To serve the Individual

   By providing an opportunity for individuals to fulfill their capabilities regardless of their social station, financial status, or geographical location, through:

   --Acquiring needed knowledge and skills
   --Having access to a wide variety of education experiences and programs of instruction so that they may find those most appropriate to their needs and abilities
   --Being able to test their own abilities and aspirations against reasonable standards in concert with their fellow students.

   The achievement of these purposes would be supported by the open-door admissions policy, the maintenance of minimal cost to the student, and the provision of comprehensive curriculum offerings and guidance, counseling, financial aid and other student services.

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*See RCW 28B.50.090

2. To serve the Community

By contributing significantly to the social and cultural welfare of the areas they serve through:

--Acting as a center for resources and leadership dedicated to assisting in the identification and solution of community problems
--Serving as a center for community cultural, social, and recreational programs and activities.

The achievement of these purposes was to be made possible through the creative and imaginative management of resources available to the college and the community and through the dedication of these resources to the service of the community.

3. To serve the State

By producing a return to society that is significantly greater than the cost of the services provided through:

--Helping individual citizens gain greater security through acquisition of improved occupational and social skills that increase their effectiveness as employees and citizens
--Contributing to the maintenance of a stable and effective labor force through provision of career preparation programs and programs for the retraining of persons now employed
--Supporting the general economy through contributions to increased personal productivity and reduction of the social and economic costs of non-productivity.

These purposes would be achieved through the offering of a wide range of vocational training opportunities and related guidance services to the citizens of the state.

4. To serve the Nation

By fulfilling the responsibility as a public enterprise to preserve and strengthen the state and nation, through:

--Dedication to the perpetuation and extension of the ideals of democracy
--Providing a continuing opportunity for citizens of all ages to participate in and contribute to the democratic process.

These purposes would be achieved as the community colleges meet the personal, economic, social, cultural, and recreational needs of the people they serve.

   c. Maintain registration procedures that are simple and convenient enough that no one fails to enroll because of their complexity or difficulty.

   d. Recognize the needs of working students by providing a broad range of community college services in organized evening programs.

   e. Fully use the one percent tuition waiver for adult high school completion students and to increase the percentage if necessary to serve the financial needs of adult students.

3. Offer the citizens of each district a comprehensive array of occupational, cultural, recreational, and academic programs.

   a. Offer meaningful options for college-age students and adults among a variety of educational programs, including transfer education, general education, remedial courses, occupational programs, continuing education for adults, high school completion, and cultural programs designed to enrich the community environment. Within this general framework, provide opportunity for varying patterns of development and for particularly strong specialties in selected colleges.

   b. In cooperation with other educational institutions and agencies make occupational education responsive to changing manpower requirements.

   c. Accommodate disadvantaged students by providing those additional services designed to overcome educational deficiencies rather than by lowering the program standards.

4. Develop and employ approaches to instruction which will result in efficient and effective learning.

   a. Support institutional research to better identify educational needs and evaluate performance in meeting them.

   b. Encourage each district to make innovation and flexibility important goals in its own plan.

   c. Facilitate the opportunity among staff to devise and change programs rapidly under changing conditions.

   d. Evaluate the application of the concept of career education in curriculum design in the system.

Design for Excellence provided the framework for the State Board's subsequent Six-Year Plan. In 1973 a report representing completion of the first phase of this plan was released (Phase II involves the development of individual district plans, in a consistent format. Phase III will involve the incorporation of the district plans with a modified Phase I report into a final systemwide plan). The Phase I report identifies eight goals for the system. Each goal is accompanied with a series of general and measurable objectives designed to lead to the accomplishment of the proposed goal. The goals and general objectives are the following:

1. Satisfy the Educational Goals of Students
    a. Take all proper measures to ensure the quality of the community college program.
    b. Establish and maintain high standards for achievement in community college work.
    c. Coordinate all curricula to make it easy for students to re-examine educational and career goals and to change directions in mid-program.
    d. Encourage each college to continually review its programs in terms of the needs of its community.
    e. Develop student records that record all aspects of student achievement.
    f. Increase faculty contact with students.
2. Maintain an open door by admitting all applicants within the limits of the law and the resources available to the system in locations reasonably convenient to all Washington residents.
    a. Attract potential students not otherwise likely to enroll in a postsecondary educational program.
    b. Maintain the lowest possible tuition and fees for students within the fiscal responsibility of the system.

5. Ensure that each district functions as an integral part of the community it serves.

   a. Develop a role for the college in the community that stresses the college responsibility for the stage of development of both individuals and the community as a whole.

   b. Encourage the participation of faculty, staff and students in community activities.

   c. Assist in the development and implementation of programs that will help solve societal problems.

   d. Encourage business and civic organizational aid to students.

6. Obtain and make efficient use of human and capital resources.

   a. Employ accepted modern management procedures in planning, program determination, evaluation, and resource allocation throughout the community college system.

   b. Establish forecasting techniques that recognize all major influences on the demand for community college services, both in terms of scope and direction.

   c. Develop allocation and evaluation procedures to distribute equitably available financial resources and ensure the continuing progress toward achievement of the priority needs of the system.

   d. Provide appropriate means and methods of regional cooperation among the districts.

   e. Develop effective cooperative arrangements for using the resources of business and industry.

   f. Encourage the employment of qualified students by the districts and state staff.

   g. Encourage the involvement of students, faculty, trustees, and administrators in the development of district plans.

7. Develop procedures which will involve students, faculty, administrators, staff, and community representatives in the formation of policies and operating decisions that affect them.

   a. Provide for students and faculty sharing in decisions relating to educational policy and student and faculty affairs.

b. Encourage community college employees to establish a commitment to their community and to the role of the college within it.

c. Encourage the development of student governments responsive to the needs and desires of students.

Each of the goals is backed up in the Phase I report with the above general objectives and a series of measurable objectives--statements of intent usually reflecting a stated time-line for accomplishment.

The Community College Six-Year Plan centers on issues that comprise the essence of the community college role and mission.

These institutions are locally-oriented teaching colleges: they are concerned with the identification of local community educational needs and the evaluation of responses to them. They are no longer seen simply as feeder colleges to senior institutions. Although that is obviously an important function their roles take them beyond this: they are comprehensive educational institutions, oriented to the educational needs of students and communities.

C. The Community College Students/Clientele

The range of educational opportunities available in Washington's community colleges, the variety in time and place of their offering, the emphasis on instruction (rather than research), and the comparative economy of attendance attract Washington students of many backgrounds. Washington community college students are demonstrably the most diverse of any sector of postsecondary education in the State. The concept of the "typical community college student" has about the same utility as that of the "average American family" (which, at last check, consisted of 1.8 parents, 2.3 children, and 1.6 pets). If students in the continuing education and community service programs are included, the usual descriptors are descriptive of almost no characteristic. Means are meaningless, modes abound, and medians are only moderately interesting. The picture can be painted only by a pointillistic impressionist, employing near-raw data and engaging in only the most cautious aggregation, moreover, recognizing that the composition may be changed by tommorrow.

1. Student Characteristics

It makes little sense to say that the median age of academic and occupational students is 25.6 years and little more that the mode is 19 years, when fully one-third of the students are over 30 years old (Table 2).

The fact that the majority of community college students (57 percent) are enrolled for 9 credits or less may be a function of the age distribution, itself a factor that correlates strongly with the high proportion of students working while attending school. Similarly, age distribution and working requirements relate to the fact that only about one-eighth of the students in community colleges enter directly from high school. As noted on Table 3, the majority of the 1972 academic and occupational community college students

TABLE 2

STUDENT HEADCOUNT BY AGE BY ACADEMIC QUARTER
ACADEMIC & OCCUPATIONAL STUDENTS ONLY
WASHINGTON COMMUNITY COLLEGES
ACADEMIC YEAR 1972-73

	STUDENT HEADCOUNT BY AGE BY ACADEMIC QUARTER						THREE-QUARTER AVERAGE PERCENT
	FALL, 1972		WINTER, 1973		SPRING, 1973		
	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	
Under 18	4,185	3.53%	3,021	2.59%	3,749	3.38%	3.16%
18	12,359	10.42	7,992	6.86	6,835	6.17	7.86
19	11,489	9.68	11,325	9.72	10,908	9.84	9.74
20	7,083	5.97	8,843	7.59	8,635	7.79	7.10
SUBTOTALS	*35,116*	*29.60*	*31,181*	*26.76*	*30,127*	*27.17*	*27.86*
21	5,108	4.31	5,622	4.82	5,357	4.83	4.65
22	4,594	3.87	4,658	4.00	4,439	4.00	3.96
23	4,789	4.04	4,662	4.00	4,637	4.18	4.07
24	4,897	4.13	4,887	4.19	4,679	4.22	4.18
25	4,865	4.10	4,704	4.04	4,594	4.14	4.09
26	3,726	3.14	4,291	3.68	4,167	3.76	3.52
27	3,205	2.70	3,353	2.88	3,105	2.80	2.79
28	3,015	2.54	3,065	2.63	2,941	2.65	2.61
29	3,188	2.69	2,956	2.54	2,826	2.55	2.59
SUBTOTALS	*37,387*	*31.51*	*38,198*	*32.78*	*36,745*	*33.14*	*32.46*
30 and Over	38,805	32.71	38,745	33.25	37,208	33.56	33.16
Not Indicated	7,339	6.18	8,412	7.22	6,798	6.13	6.52
SUBTOTALS	*46,144*	*38.90*	*47,157*	*40.47*	*44,006*	*36.69*	*39.68*
TOTALS	118,647		116,536		110,878		

Source: SBCCE MIS-1 Summary Enrollment Reports, Academic Year 1972 73

TABLE 3

SOURCES OF STUDENT
ACADEMIC & OCCUPATIONAL STUDENTS ONLY
WASHINGTON COMMUNITY COLLEGES
FINAL FALL, 1972

DATA ELEMENT	HEADCOUNT	% OF TOTAL
Returning	29,102	24.53%
Transfer-in	5,949	5.01
High School	14,793	12.47
Military	3,250	2.74
Out-of-State	2,099	1.77
Other	63,454	53.48
	118,647	

Source: SBCCE MIS-1 Summary Enrollment Report, Final Fall Quarter, 1972

chose to delay further schooling after high school graduation.*

The ethnic composition of community college students also shows departures from traditional patterns; in fall 1972 (see Table 4) the proportion of students reporting ethnic minority origin in the community college student body (6.3 percent) was less than the proportion among the student bodies of the senior institutions, public and private (7.3 and 6.8 percent, respectively). However, one should note that significant numbers of students chose not to disclose their ethnic origins (Table 5). Perhaps more important, the bases to which these percentages apply vary greatly. More minority students are enrolled in the combined senior institutions, public and private. It should also be noted that the proportions of minority students involved in the several sectors of higher education straddle the minority representation in the State's population (7.1 percent). The typical picture, nationally, is underrepresentation of ethnic minorities in higher education. A summary of ethnic

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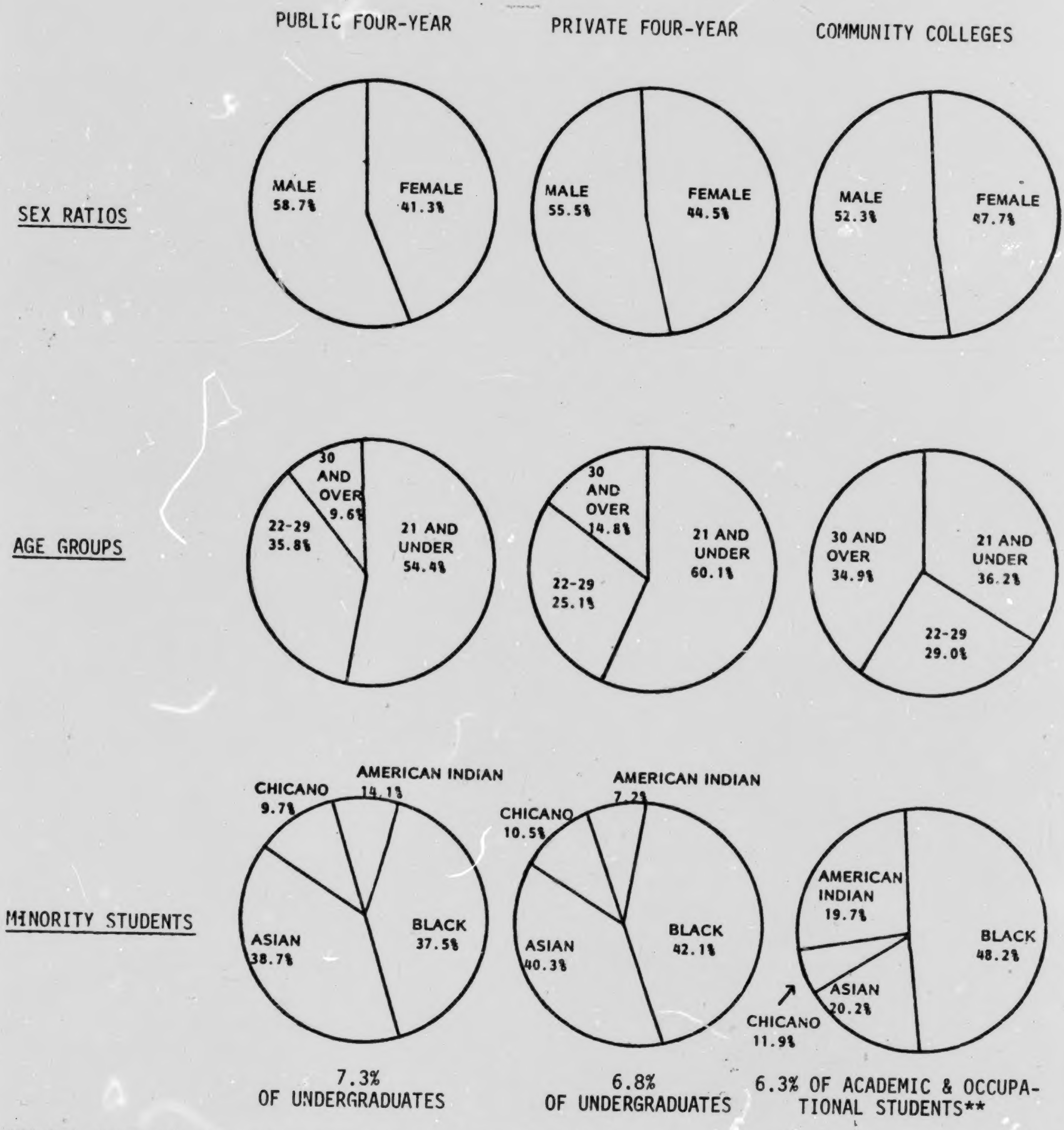
*In the "high school" category on Table 3, 12.47 percent of the academic and occupational students are shown as entering directly from high school; it should also be recognized that some students in the "returning" classification would also have entered directly from high school during an earlier year, as would students in the "out-of-state" classification. Virtually all of the students in the "other" classification, 53.48 percent of those enrolled in Fall, 1972 would be students who, for one reason or another, delayed further schooling after high school graduation, in contrast to the traditional patterns of college students.

TABLE 4

THE COMPOSITION OF HIGHER EDUCATION IN WASHINGTON, FALL 1972



*Eighth day-variances with figures in the text are attributable to differences between eighth day and final fall reports.

**Significant numbers of students choose not to disclose ethnic origin.

SOURCE: CHE; OPP&FM (SEE: E-08, page 281)

TABLE 5

ETHNIC BACKGROUND
ACADEMIC & OCCUPATIONAL STUDENTS ONLY
WASHINGTON COMMUNITY COLLEGES
FINAL FALL, 1972

DATA ELEMENT	HEADCOUNT	% OF TOTAL
ethnic background		
Asian American	1,490	1.26%
Black American	3,309	2.79
American Indian	1,819	1.53
Mexican American	1,049	.88
Other	1,251	1.05
White American	92,928	78.32
Foreign Students	1,347	1.14
Not Indicated	15,454	13.03
	118,647	

Source: SBCCE MIS-1 Summary Enrollment Report, Final Fall Quarter, 1972

characteristics (academic and vocational students) for the fall term 1972 is found on Table 5 (notably, the number of students not indicating their ethnic background is almost twice as large as the total of those indicating minority backgrounds).

The point of all of this is that the students in the community colleges are in large part "new students"* in terms of their characteristics. Accordingly, beyond describing them in ways reflective of their departures from previously applying stereotypes, there is no effective way of generalizing about them at all. Perhaps a more important point is the logical assumption that even though the senior colleges are also beginning to manifest departures from traditional patterns of student characteristics, this is occurring less rapidly than has been the case in the community colleges. Thus, it is reasonable to assume that were it not for these colleges, numbers of students would have been unable to effectively partake of higher educational experiences. In this area more than in any other, the impact of the educational role the community colleges perform is clear.

2. Enrollments

In the decade from 1962 to 1972 the full-time-equivalent enrollment in the Washington community college system grew from 15,739 to 71,123--an increase of 352 percent (Figure 2).

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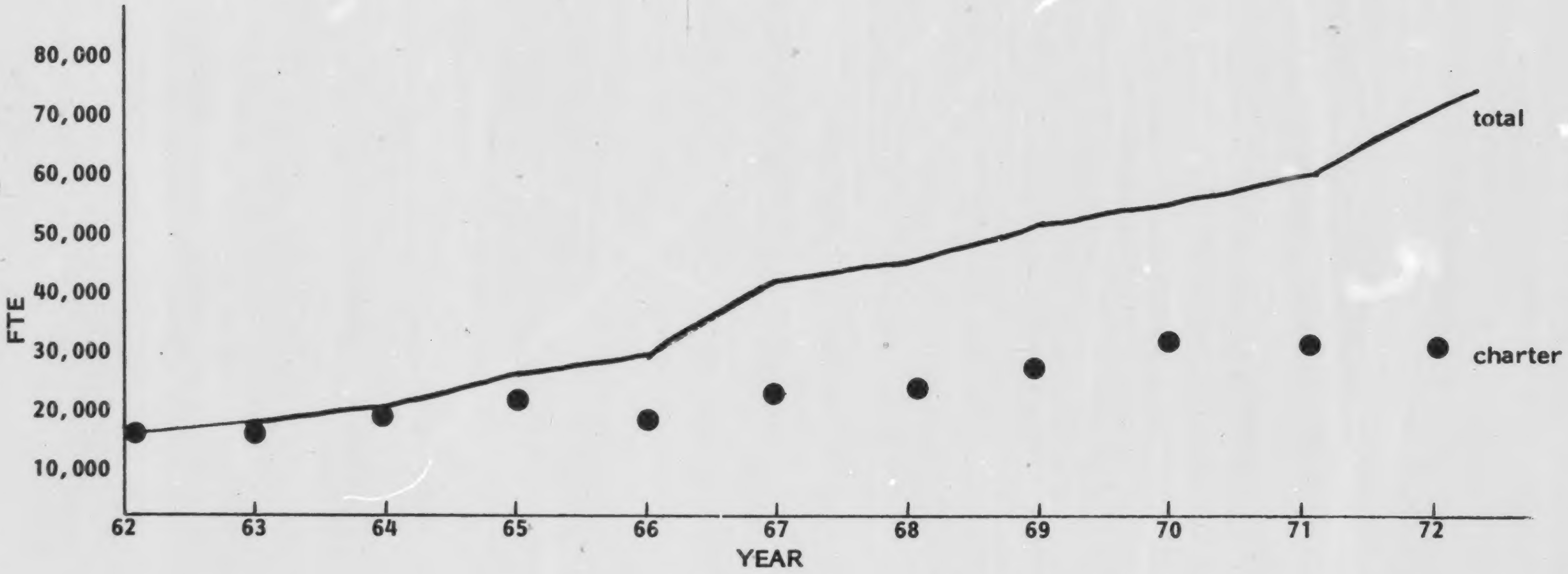
*Patricia Cross, Beyond the Open Door, Jossey-Bass, San Francisco, 1971.

FIGURE 2

TOTAL AND CHARTER FULL-TIME-EQUIVALENT STUDENT ENROLLMENTS
WASHINGTON COMMUNITY COLLEGES
Fall Quarters, 1962-1972*



*Source: State Board for Community College Education, Operations Report No. 9, November, 1973.

However, a substantial portion of this growth is attributable to the establishment of new campuses in population centers--the system grew from 13 campuses extant in 1962 to 27 in 1972. The 1972 enrollment (FTE) of campuses extant in 1962 comprised only 42 percent of the total enrollment of the full system. The 1962-72 growth of these 13 campuses was 89 percent (compared with the 352 percent growth for the system as a whole).

Figure 3 shows the relative growth in community college enrollment from year to year in terms of percent change. The pattern is one of a highly variable growth rate always 10 percent or greater through the 1960's, moderating to below 10 percent in the early 1970's. Figure 4 illustrates the absolute growth of community college enrollments from 1962 to 1972. Growth in enrollments is plotted two ways: total growth is simply the difference in systemwide enrollments from one year to the next. Indigenous growth is the difference in enrollments for those institutions extant both years--that is, total growth less new campus enrollments. As can be seen in Figure 4, from fall of 1965 to fall of 1966, with the establishment of Seattle Central Community College and Bellevue Community College, while the total enrollment of the system grew by 13 percent, indigenous growth was actually negative, in part because of the drawing effect of these new campuses on neighboring campuses. These three

FIGURE 3

RATE OF GROWTH IN FULL-TIME-EQUIVALENT ENROLLMENTS
WASHINGTON COMMUNITY COLLEGES
FALL QUARTER TO FALL QUARTER 1963-1973

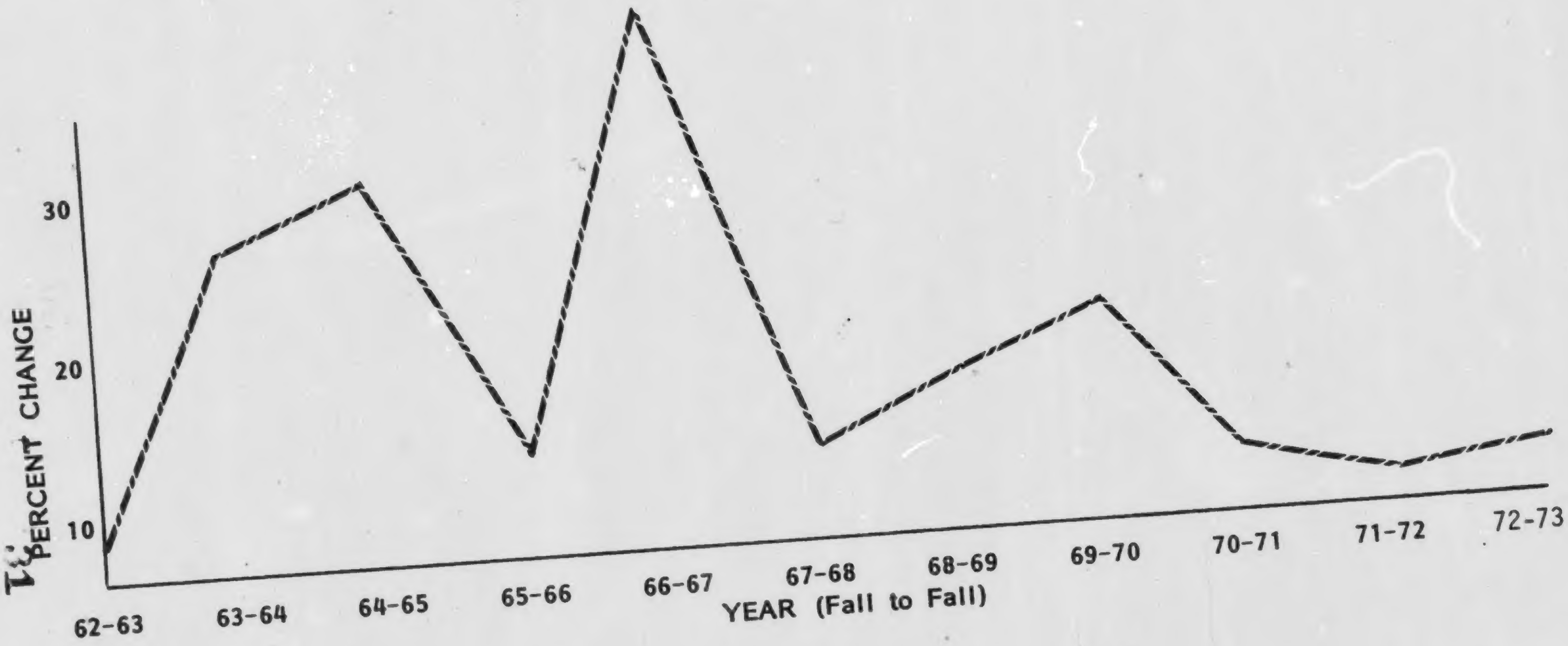
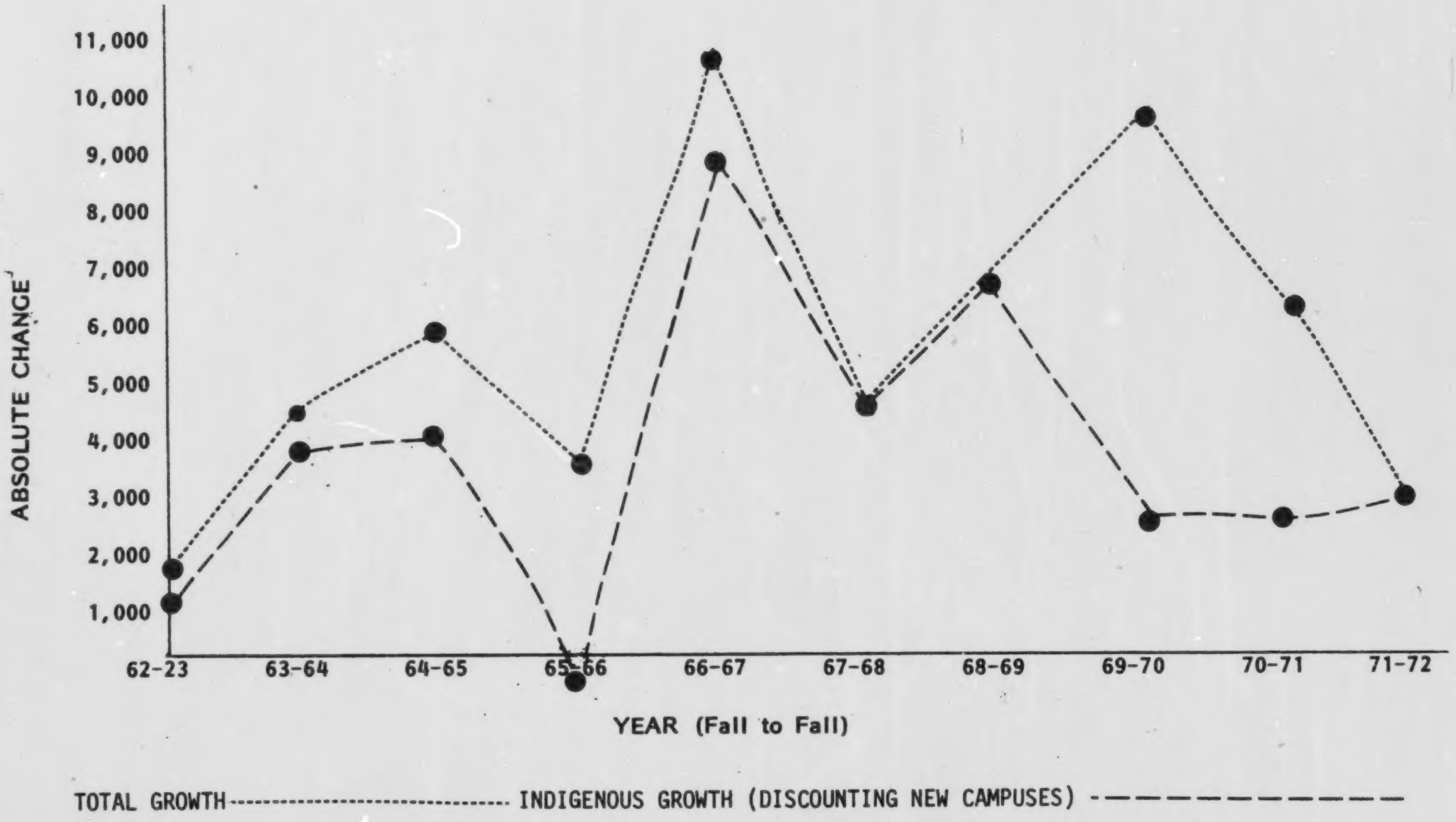


FIGURE 4

GROWTH IN FULL-TIME-EQUIVALENT ENROLLMENTS
WASHINGTON COMMUNITY COLLEGES
FALL QUARTER TO FALL QUARTER, 1962-1972



figures illustrate the impact of the establishment of new campuses (largely accomplished by 1970) on the integrated and differential growth of the system.

As noted earlier, significant numbers of community college students attend on a part-time basis (the earlier reference was to 56 percent enrolled for 9 credits or less). The distribution of part-time students is not even across the system, and it does not directly correlate with any particular single variable. Part-time students attend in significant numbers in both urban and rurally-located institutions, and there are examples of both types of institution where the proportion of part-time students is comparatively low. Similarly, it does not seem to make a lot of difference whether the institution is more heavily oriented to vocational or academic programs. It is probably a function of two factors: the particular educational needs and demands in individual districts and the individual colleges' continuing education programs.

While there has been a gradual increase in the proportion of part-time students in the system over recent years, the growth has been stable and not subject to extreme fluctuations. Table 6 indicates average credit hour course load by college over the 11 year period, 1962 to 1973. Generally the lower the average course load the higher the proportion of part-time students in the college. Overall, the average

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TABLE 6

AVERAGE COURSE LOAD
(CREDIT HOURS)
OF COMMUNITY COLLEGE STUDENTS
(FALL QUARTER)

DISTRICT AND COLLEGE	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973
1 Peninsula	7.69	8.20	9.32	10.49	9.43	8.20	8.72	8.29	8.20	9.80	7.94	7.01
2 Grays Harbor	10.00	10.00	9.26	8.98	9.20	8.77	8.93	7.32	6.98	7.64	6.91	6.44
3 Olympic	9.74	9.80	9.93	10.00	9.04	7.77	7.18	7.61	7.61	8.24	8.29	7.61
4 Skagit Valley	8.11	9.32	9.20	10.20	9.26	8.02	8.20	7.77	8.02	7.69	7.14	7.10
5 DISTRICT TOTAL												
Everett	8.93	9.49	10.34	10.00	9.93	8.77	8.89	9.49	9.15	9.62	8.52	8.93
Edmonds						4.08	5.60	6.30	6.82	6.85	6.73	7.61
6 DISTRICT TOTAL									8.72*			
Seattle Central					5.42	5.93	6.76	7.18		10.71	10.34	10.14
Seattle North										9.38	9.20	9.04
Seattle South										6.94	6.58	6.10
7 Shoreline			8.38	10.56	11.81	12.50	12.30	11.90	9.93	9.38	9.43	9.55
8 Bellevue					10.71	5.62	6.15	7.29	7.46	7.85	7.65	7.81
9 Highline	6.64	7.18	8.48	9.38	8.98	8.93	8.72	8.77	8.93	8.77	7.77	7.46
10 Green River				8.48	8.48	9.15	8.98	8.88	8.62	10.07	9.87	9.55
11 Fort Steilacoom						8.52	8.77	8.88	7.04	7.39	8.57	8.88
12 DISTRICT TOTAL												
Centralia	12.40	13.27	12.60	12.71	12.45	10.64	10.87	9.55	8.88	9.68	7.21	6.85
OVTI										6.64	6.38	6.47
13 Lower Columbia	7.98	7.85	8.24	8.20	8.82	8.20	8.11	7.85	8.43	8.72	8.67	8.93
14 Clark	7.98	8.62	9.32	9.55	9.32	9.49	8.43	8.67	7.77	8.43	7.39	7.28
15 Wenatchee Valley	10.79	9.49	10.71	12.10	11.90	11.03	11.45	11.63	9.93	10.87	10.42	11.03
16 Yakima Valley	9.80	11.19	11.54	12.10	12.20	11.54	10.71	10.14	8.72	11.81	11.36	9.38
17 DISTRICT TOTAL									9.15*			
Spokane		12.29	12.71	13.27	13.76	8.93	9.49	8.24		11.72	9.68	9.87
Spokane Falls										11.11	8.72	8.06
Spokane Extension										5.58		
18 Big Bend	8.72	7.58	9.09	8.98	11.28	11.03	10.27	11.63	13.64	12.71	12.60	10.49
19 Columbia Basin	8.98	9.15	9.38	10.14	10.64	10.07	10.64	9.49	9.74	8.98	8.38	7.58
20 Walla Walla						8.77	9.55	9.93	9.87	9.80	10.37	8.77
21 Whatcom									2.65	3.21	4.11	3.79
22 Tacoma				12.82	12.93	12.60	12.30	9.80	8.82	9.49	10.34	9.87
SYSTEM	8.93	9.04	9.80	10.14	9.32	8.48	8.82	8.62	8.62	9.29**	8.67	8.38

*FTE's reported for district only

**The 1971 Legislature placed community services on a self-supporting basis.

student course load across the system had decreased only slightly during the study period (from 8.93 to 8.38 credit hours). The institutions with the lowest average course loads (highest proportions of part-time students) are Seattle South (6.10), Centralia and OVTI (6.85 and 6.47 respectively), and Whatcom (3.79)*. Whatcom Community College, the institution with the lowest average student credit load, was designed with part-time students in mind. Significantly, the average student load has increased over each of the most recent years. This appears to be a function of more students at Whatcom enrolling for full-time loads than was the case at the outset.

The types of programs students choose, regardless of whether attendance is full- or part-time, is important. It is clear that the proportion of total effort in the community colleges represented by occupational courses is on the increase. During the 1973-74 academic year, the apportionment of enrollments among academic and occupational programs (as expressed in FTE's) was 54 percent and 46 percent, respectively**. The changes are apparent on Table 7. Compared with the base year, 1967-68, the change has been dramatic: during that year academic, occupational, and community service enrollments were 68 percent, 28 percent, and 3.7 percent respectively.

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*These figures apply to the 1973-74 academic year.

**Community service enrollments comprised less than one percent. The subject percentages are rounded.

TABLE 7

FTE STUDENTS BY INSTITUTIONAL INTENT BY ACADEMIC YEAR
WASHINGTON COMMUNITY COLLEGES
ANNUALIZED AVERAGES, 1967-68--1973-74

ACADEMIC YEAR	FTE STUDENTS BY INSTITUTIONAL INTENT							
	ACADEMIC	% OF TOTAL	OCCUPATIONAL	% OF TOTAL	ACADEMIC AND OCCUPATIONAL	COMMUNITY SERVICE	% OF TOTAL	TOTAL
1967-68	26,848	67.88%	11,241	28.42%	38,089	1,464	3.70%	39,553
1968-69	30,152	67.84	12,990	29.23	43,142	1,301	2.93	44,443
1969-70	33,273	64.00	16,675	32.07	49,948	2,044	3.93	51,992
1970-71	39,389	62.61	21,685	34.47	61,074	1,837	2.92	62,911
1971-72	40,043	58.73	27,351	40.12	67,394	783	1.15	68,177
1972-73	39,673	55.05	31,773	44.08	71,447	627	.87	72,073
1973-74	41,596	53.76	35,325	45.65	76,922	454	.59	77,376

Source: SBCCE MIS-1 Summary Enrollment Report

In 1968, Washington was singled out among the community college leadership states as having the largest proportion of effort devoted to occupational programs.* Not only has the proportion increased significantly over that apparent in 1968, but on the basis of obvious trends it can be comfortably predicted that occupational enrollments will attain parity with those in the academic area in the next few years.

Here the discussion centers on systemic patterns. These break down when the patterns in individual colleges are reviewed (Table 8). In this case it is evident that the academic enrollments range from a high of 74 percent (Tacoma Community College) to a low of 11 percent (Spokane Community College) (excluding OVTI, which has no academic enrollment). This is as it should be, for while it is appropriate to seek a general balance at the system level, there is nothing magical in an arbitrary balance of occupational and academic effort at the local level. This distribution of effort should logically vary in accord with the distribution of demand, itself a factor that will vary from district to district. It is also a necessary function of the interaction between community colleges and other post-secondary educational institutions. Tacoma community college

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*Medsker and Tiller, op. cit., p. 62.

TABLE 8

FINAL ANNUALIZED FTE STUDENT ENROLLMENT BY TYPE
WASHINGTON COMMUNITY COLLEGES
ACADEMIC YEAR 1973-74

DISTRICT AND COLLEGE	ACADEMIC FTE's		OCCUPATIONAL FTE's		COMMUNITY SERVICE FTE's		TOTAL FTE's
	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	
1 PENINSULA	587.28	55.43%	472.20	44.57%	0.00	0.00%	1,059.48
2 GRAYS HARBOR	960.58	64.69	524.38	35.31	0.00	0.00	1,484.96
3 OLYMPIC	2,212.76	61.18	1,377.96	38.10	25.91	.72	3,616.63
4 SKAGIT VALLEY	1,262.91	54.67	1,038.93	44.97	8.36	.36	2,310.19
5 DISTRICT TOTAL	3,476.75	56.71	2,620.30	42.74	33.78	.55	6,130.84
EVERETT	2,468.75	58.53	1,733.07	41.07	16.96	.40	4,219.79
EDMONDS	1,007.00	52.69	887.23	46.43	16.82	.88	1,911.05
6 DISTRICT TOTAL	5,031.58	46.85	5,610.51	52.24	97.27	.91	10,739.36
SEATTLE CENTRAL	2,944.47	50.11	2,912.16	49.56	19.63	.33	5,876.26
SEATTLE NORTH	1,622.54	50.73	1,517.88	47.46	57.67	1.81	3,198.09
SEATTLE SOUTH	464.57	27.90	1,180.47	70.90	19.97	1.20	1,665.01
7 SHORELINE	3,110.50	65.34	1,580.86	33.21	68.90	1.45	4,760.26
8 BELLEVUE	2,145.81	57.99	1,457.37	39.38	97.17	2.63	3,700.35
9 HIGHLINE	2,422.74	56.99	1,812.84	42.65	15.31	.36	4,250.89
10 GREEN RIVER	2,161.96	55.90	1,705.75	44.10	0.00	0.00	3,867.71
11 FORT STEILACOOM	2,841.18	68.53	1,281.38	30.91	23.30	.56	4,145.87
12 DISTRICT TOTAL	1,153.57	41.56	1,609.67	57.99	12.74	.45	2,775.99
CENTRALIA	1,153.57	63.99	643.71	35.70	5.58	.31	1,802.87
OVTI	0.00	0.00	965.96	99.26	7.16	.74	973.12
13 LOWER COLUMBIA	898.74	48.44	956.48	51.56	0.00	0.00	1,855.22
14 CLARK	1,555.61	52.02	1,411.80	47.20	23.21	.78	2,990.62
15 WENATCHEE VALLEY	1,062.98	64.12	569.05	34.33	25.70	1.55	1,657.73
16 YAKIMA VALLEY	1,769.90	63.29	1,025.60	36.67	1.00	.04	2,796.50
17 DISTRICT TOTAL	3,259.09	34.72	6,115.80	65.16	10.56	.12	9,385.44
SPOKANE	515.09	10.74	4,281.29	89.23	1.47	.03	4,797.84
SPOKANE FALLS	2,744.00	59.81	1,834.51	39.99	9.09	.20	4,587.60
18 BIG BEND	481.06	47.50	531.77	52.50	0.00	0.00	1,012.83
19 COLUMBIA BASIN	1,140.09	44.79	1,404.05	55.16	1.13	.05	2,545.27
20 WALLA WALLA	973.90	49.63	985.89	50.24	2.69	.13	1,962.47
21 WHATCOM	287.11	55.23	231.90	44.61	.87	.17	519.88
22 TACOMA	2,799.78	73.54	1,000.55	26.28	6.78	.18	3,807.10
SYSTEM TOTALS	41,595.88	53.76%	35,325.01	45.65%	454.66	.59%	77,375.55

Source: SBCCE MIS-2 Course Effort Report, Final Summer, Fall, Winter & Spring Quarters, Academic Year 1973-74
NOTE: Totals may not add because of rounding.

serves an area also served by L.H. Bates Vocational-Technical Institute, and this accounts for the high proportion of academic enrollments in Tacoma's instructional mix*. Similarly, Spokane Community College serves an area also served by a state college, a second community college, and three private colleges and universities. This accounts for the reduced pressure for lower-division academic offerings at that institution.

Until now, the discussion has centered on the distribution of FTE's between academic and occupational courses. To some extent these figures are skewed by the presence of occupational students taking academic courses to round out their program (as a working rule of thumb, each 100 occupational credit hours are considered to induce 20 academic credit hours), and vice-versa, academic program students enrolling in courses categorized as occupational. This is considered one of the strengths of a comprehensive community college, the ability to offer rounded curricula. In view of these patterns, however, it is well to complement the "institutional intent" data with data indicating "student intent," essentially information on the programs in which students perceive themselves to be enrolled.

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*The Community College Act makes explicit provision for this coordination [28B.50.010].

a. ...each community college district shall offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; and community services of an educational, cultural, and recreational nature; and adult education: Provided, That notwithstanding any other provisions of this chapter, a community college shall not be required to offer a program of vocational-technical training, when such a program as approved by the coordinating council for occupational education is already operating in the district; [accent added].

Table 9 shows that 46 percent of the 1973 community college students carry an occupational intent, compared with 36 percent of the students avowing academic intent. These figures are the reverse of the distribution of course effort (see Table 8). While they are not readily comparable to institutional intent data, they provide another view of the routes students choose upon enrolling in a community college. The aforementioned general variances among institutions remain, although their range is not as expansive (e.g., Tacoma Community College students are 54 percent academic and 22 percent occupational, the remainder (24%) comprising non-degree, Adult Basic Education, and undecided categories)*.

These patterns and trends reveal something of the nature of the enrollment effort in the community colleges. The picture will become more complete when the service areas of the institutions are examined in the following section.

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*It is important to note, once again, that these figures refer to student declarations of intent, not FTE enrollments in academic and vocational courses. Occupational program students may take academic courses; as such, their enrollment in such courses would be reflected in the academic FTE count. The resultant percentages are different than percentages based on headcounts by program.

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Table 9

HEADCOUNT BY STUDENT INTENT
ACADEMIC AND OCCUPATIONAL STUDENTS
WASHINGTON COMMUNITY COLLEGES
FINAL FALL, 1973

DISTRICT AND COLLEGE	ADULT BASIC EDUCATION	HIGH SCHOOL DIPLOMA/GED CERTIFICATE	OCCUPATIONAL PREPARATORY										
			INSTITUTIONALLY RECOGNIZED	NOT INSTITUTIONALLY RECOGNIZED	TOTAL	OCCUPATIONAL SUPPLEMENTARY	OCCUPATIONAL USEFUL HOME AND FAMILY LIFE	LIBERAL ARTS TERMINAL	LIBERAL ARTS TRANSFER	NON-DEGREE/NON-CERTIFICATE	UNDECIDED	NOT REPORTED	GRAND TOTAL
1 PENINSULA	29	54	361	89	450	331	70	62	313	885	31	8	2,233
2 GRAYS HARBOR	16	63	268	0	268	781	206	96	596	816	53	416	3,311
3 OLYMPIC	29	239	807	178	985	1,175	719	528	1,246	1,046	480	116	6,563
4 SKAGIT VALLEY	21	286	378	271	649	901	248	261	689	1,378	172	55	4,660
5 DISTRICT TOTAL	172	308	1,830	242	2,072	1,922	787	1,248	2,002	1,321	123	224	10,179
EVERETT	171	129	1,375	211	1,586	1,308	745	982	1,397	377	41	0	6,736
EDMONDS	1	179	455	31	486	614	42	265	605	944	82	224	3,443
6 DISTRICT TOTAL	516	443	3,955	117	4,072	4,981	1,544	237	4,076	841	367	0	17,077
SEATTLE CENTRAL	302	225	2,079	95	2,174	2,088	605	117	1,936	553	55	0	8,055
SEATTLE NORTH	74	113	1,319	0	1,319	1,064	493	92	1,737	131	116	0	5,139
SEATTLE SOUTH	140	105	557	22	579	1,829	446	28	403	157	196	0	3,883
7 SHORELINE	0	125	1,683	509	2,192	239	676	286	2,675	622	34	0	6,249
8 BELLEVUE	5	98	1,169	593	1,762	521	889	180	1,351	564	939	0	6,359
9 HIGHLINE	2	112	1,986	0	1,986	621	160	439	1,831	1,044	1,873	540	8,603
10 GREEN RIVER	1	171	1,484	52	1,536	530	517	201	1,152	674	424	643	5,849
11 FORT STEILACOOM	100	2,251	1,224	10	1,234	521	644	832	1,132	154	478	66	7,412
12 DISTRICT TOTAL	51	240	809	241	1,050	1,343	459	203	803	897	941	6	5,993
CENTRALIA	34	177	250	108	358	578	307	165	752	663	728	5	3,767
OVTI	17	63	559	133	692	765	152	38	51	234	213	1	2,225
13 LOWER COLUMBIA	33	70	417	283	700	362	341	196	436	0	337	561	3,036
14 CLARK	88	367	710	171	881	656	267	643	67	682	198	2,251	6,100
15 WENATCHEE VALLEY	108	52	452	72	524	333	69	89	563	218	106	24	2,086
16 YAKIMA VALLEY	272	43	748	311	1,059	102	15	140	1,039	178	1,657	0	4,505
17 DISTRICT TOTAL	135	450	3,362	123	3,485	5,163	1,799	358	1,801	1,925	475	0	15,591
SPOKANE	0	0	2,458	108	2,566	4,056	0	103	268	0	216	0	7,209
SPOKANE FALLS	135	450	904	15	919	1,107	1,799	255	1,533	1,925	259	0	8,392
18 BIG BEND	0	0	249	0	249	383	20	149	210	545	50	0	1,686
19 COLUMBIA BASIN	26	127	919	45	964	1,578	903	573	573	336	172	0	5,252
20 WALLA WALLA	61	119	302	0	302	323	191	157	605	327	146	1,201	3,432
21 WHATCOM	99	76	20	5	25	429	21	3	276	482	18	207	1,636
22 TACOMA	0	340	446	144	590	482	242	794	1,712	428	604	360	5,498
SYSTEM TOTALS	1,764 (1.32%)	6,034 (4.51%)	23,579 (17.62%)	3,456 (2.58%)	27,035 (20.20%)	23,623 (17.65%)	10,787 (8.06%)	7,675 (5.73%)	25,148 (18.79%)	15,363 (11.48%)	9,728 (7.27%)	6,678 (4.99%)	133,835
		5.83%				45.91%			36.00%		12.26%		

SOURCE: SBCCE MIS-1 SUMMARY ENROLLMENT REPORT, FINAL FALL QUARTER, 1973.

3. Access

The admission requirements of the individual community colleges differ little from district to district. By law, the State Board for Community College Education is required to ensure that:

> each community college district shall maintain an open-door policy, to the end that no student will be denied admission because of the location of his residence or because of his educational background or ability; that insofar as is practicable...curriculum offerings will be provided to meet the educational and training needs of the community generally and the students thereof; and that all students, regardless of their differing courses of study, will be considered, known, and recognized equally as members of the student body: Provided, That the administrative officers of a community college may deny admission to a prospective student or attendance to an enrolled student if, in their judgement, he would not be competent to profit from the curriculum offerings of the community college, or would, by his presence or conduct, create a disruptive atmosphere within the community college not consistent with the purposes of the institution.*

If there are differences, they appear to be along the lines of relative emphasis. All of the institutions accept applicants who are high school graduates or 18 years or older. According to their catalogs, some place more emphasis on the high school diploma (e.g., Grays Harbor where non-high school graduates enter as special students), than others (e.g., Lower Columbia, which admits "all students who may benefit from the various programs and courses of the College."). Whether or not these differences are real, students reading the various brochures and catalogs of the colleges are likely to draw inferences that there are differences.

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*RCW 28B.50.090 3b

While virtually all of the institutions express concurrence with the open-door principle specified by law, there are admonitions that all who apply may not be able to get into particular programs because of space limitations. Thus, many catalogs encourage students to enroll during the late-winter early-spring months for the following fall, and some indicate that admission is on a first-come, first-served basis. Early application for various vocational programs is also stipulated by some of the institutions, and there are instances in which particular examinations for admission to such programs are required.

Most of the community colleges recommend that students complete the Washington Pre-College Test before enrolling; a few indicate that this is required. Most of the community colleges require payment of a fee when the application is submitted. These fees range from about $5.00 to $25.00, with portions of those at the higher end of the scale subsequently applied to tuition payments.

As with the four-year institutions in Washington, but perhaps even more so, strong correlations between institutional locations and the origins of students exist for all of the community colleges. These indicate that students in each institution tend to emanate from localities in proximity to the institution; this holds true in each instance.

Taking the community colleges individually, and looking at Fall, 1970 enrollment figures, the following percentages apply: *

Bellevue Community College	King County	98.4%
Big Bend Community College	Grant	70.1
Centralia College**	Thurston/Lewis	92.7
Clark College	Clark	94.2
Columbia Basin College	Benton	70.6
Everett/Edmonds	Snohomish	83.9
Fort Steilacoom	Pierce	93.4
Grays Harbor College	Grays Harbor	80.8
Green River Community College	King	82.1
Highline Community College	King	94.0
Lower Columbia College	Cowlitz	94.0
Olympic College	Kitsap	87.2
Peninsula	Clallam	82.7
Seattle Community Colleges	King	90.4
Shoreline	King	86.8
Skagit Valley	Skagit/Island	78.7
Spokane Falls/Spokane Community College	Spokane	70.7
Tacoma Community College	Pierce	94.5
Walla Walla Community College	Walla Walla	90.2
Wenatchee Valley College	Chelan	79.9
Yakima Valley College	Yakima	84.4

Thus, in terms of student residences, the community colleges are effectively achieving one of the major objectives of their creation: the delivery of educational services in the local community. The enrollments in these institutions, in turn, attest to the need for institutions to perform these locally-centered functions.

At the same time, both because of institutionally-based desires to diversify the student mix and the system-wide objective of avoiding unnecessary duplication in a range of program areas, no single community college should be expected to assume the role of an entirely community-centered institution. Most of them have operating policies leading to the achievement of a mix of local and non-local students.

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*CHE, Fall, 1970 Service Levels of Institutions of Higher Education. The Fall, 1970 term was used because it is the most recent term in which a zip code study of enrollees was performed.

**Includes Centralia College and OVTI.

While few colleges actively recruit students from out of the district, none limit their programs, or enrollment, solely to students living within the district. Such a policy would be in violation of state law ("each community college district shall maintain an open door policy, to the end that no resident will be denied admission because of the location of his residence..." RCW 28B.50.090.). For the most part, however, community colleges orient their programs and draw their enrollments from the communities they serve, and they do this to a significant degree.

Accordingly, in virtually every instance in which there is a community college located in a given county, the community college will account for the preponderance of the county's higher education participation rate*. Where exceptions to this occur, it is in counties with four-year public colleges or universities present; in these instances, counties wherein there are located both community colleges and public colleges or universities, the four-year institution will account for the bulk of the county participants. The patterns

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CHE Service Level Study, op. cit.

are evident on Table 10. The last column contains a possible explanation of the patterns apparent, stated as an untested hypothesis.

The weight of community college access in determining the overall participation rate is also evident on Table 10. A comparison of total participation to community college participation rates county-by-county yields a rank correlation coefficient of 0.86. A similar comparison of total participation to four-year participation rates county-by-county yields a rank correlation coefficient of only 0.31. Obviously, these comparisons suggest that access to a community college is a very strong determinant of postsecondary participation.

In 1962 there were no community colleges in the three largest urban centers of the state (Seattle, Spokane, and Tacoma), due to the statutory prohibition against state aid for community colleges in counties having four-year institutions. Categorizing campuses as urban, suburban, and rural, it can be said that there were no urban community colleges in the state in 1962. The intervening establishment of community college campuses in these three centers of population contributed much to system enrollments, including the 2 largest of the 22 districts. In fall, 1963, the community college system's statewide level of service was 0.57 FTE's per 100 population. By fall, 1969, the level

Table 10

TOTAL 4-YEAR AND COMMUNITY COLLEGE PARTICIPATION RATES $\left(\frac{\text{STUDENTS}}{\text{100 POPULATION}}\right)$ OF WASHINGTON COUNTIES RANKED BY TOTAL PARTICIPATION

COUNTY	TOTAL PR	4 YR PR	4 YR %	CC PR	CC %	COMMENT
Lincoln	7.75	4.03	52	3.72	48	Proximate to Spokane community colleges and EWSC
Benton	6.45	2.32	36	4.13	64	Columbia Basin Community College
Walla Walla	6.35	3.11	49	3.24	51	Walla Walla Community College, Whitman and Walla Walla College
Kitsap	5.99	1.50	25	4.49	75	Olympic Community College
Skagit	5.93	1.84	31	4.09	69	Skagit Valley Community College
Pend Oreille	5.81	2.21	38	3.60	62	Proximate to Spokane community colleges and EWSC
Franklin	5.78	2.02	35	3.76	65	Columbia Basin Community College
Whitman	5.77	3.58	62	2.19	38	WSU, no community college
Grays Harbor	5.68	1.36	24	4.32	76	Grays Harbor Community College
Pacific	5.18	1.30	25	3.89	75	Grays Harbor Community College (continuing education)
Garfield	5.02	4.32	86	0.70	14	Proximate to WSU
Clallam	4.94	1.43	29	3.51	71	Peninsula Community College
Cowlitz	4.92	1.23	25	3.69	75	Lower Columbia Community College
King	4.91	3.50	51	2.41	49	UW, seven community colleges
Chelan-Douglas	4.66	2.24	48	2.42	52	Wenatchee Valley Community College
Lewis	4.59	1.42	31	3.17	69	Centralia Community College
Spokane	4.57	2.97	65	1.60	35	Spokane Community College, EWSC, several private colleges and universities
Snohomish	4.42	1.33	30	3.09	70	Everett/Edmonds Community College
Clark	4.18	1.00	24	3.18	76	Clark Community College
Island	4.16	1.46	35	2.70	65	Skagit Valley Community College (Whidbey Island Branch)
Thurston	4.02	1.97	49	2.05	51	Centralia/OVTI
Pierce	3.96	1.78	45	2.18	55	Tacoma Community and Fort Steilacoom Community College
Grant	3.89	2.18	56	1.71	44	Big Bend Community College
Adams	3.78	2.42	64	1.36	36	No community college, no four-year
Yakima	3.76	1.73	46	2.03	54	Yakima Valley Community College
Columbia	3.76	2.11	56	1.65	44	No community college, no four-year
Stevens	3.50	1.89	54	1.61	46	No community college, no four-year
Mason	3.45	1.35	39	2.10	61	No community college, no four-year
Whatcom	3.24	2.56	79	0.68	21	Whatcom Community College (1st year of operation), WWSC
Wahkiakum	3.17	1.27	40	1.90	60	No community college, no four-year
Jefferson	3.15	1.32	42	1.83	58	No community college, no four-year
Kittitas	2.72	2.28	84	0.44	16	No community college, CWSC
Okanogan	2.66	1.86	70	0.80	30	No community college, no four-year
Klickitat	2.33	1.42	61	0.91	39	No community college, no four-year
San Juan	2.28	1.66	73	0.62	27	No community college, no four-year
Skamania	2.00	1.36	68	0.64	32	No community college, no four-year
Asotin	1.90	1.62	85	0.29	15	No community college, no four-year
Ferry	1.83	1.48	81	0.35	19	No community college, no four-year

had increased nearly 300 percent to 1.6 FTE's per 100 population (currently the level is about 2.24 per 100 population). Much of the pre-1969 growth is attributed to the opening of new colleges, the expansion of occupational offerings, and the growth of the continuing education components. The development of the system over the decade past, both in number and distribution of campuses, represents a reasoned response to the problem of delivering needed postsecondary education. But that process has about run its course. As can be seen in Table 11, the counties with low two-year participation rates (excepting Spokane and Whatcom Counties where special circumstances obtain* are those with populations too small

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*These deviations from the norm illustrate the vagaries associated with assigning maximum ranges to service.

1. In the Fall of 1970 (the first fall of operation for Whatcom Community College, an enrollment of 63 FTE's) Skagit Valley College served 80.5 percent of the community college attendees from Whatcom County, or 16.7 percent of all college participants in that county. Both Western Washington State College and Bellingham Vocational-Technical Institute are located in the only major population center of Whatcom County.

2. Also in the Fall of 1970, District 17 (Spokane and Spokane Falls Community Colleges), in addition to serving Spokane, Whitman, Pend Oreille, Stevens, Ferry, and most of Lincoln Counties (comprising the largest district in the system) accommodated 47.6, 42.1, and 36.9 percent, respectively, of the community college participants from Garfield, Asotin, and Okanogan Counties. Garfield and Asotin Counties lie in District 20 (Walla Walla Community College) which was then only in its fourth fall of operation, with 1,230 FTE's. Okanogan County is part of District 15 (Wenatchee Valley College) which now operates the Okanogan Education Service based in Omak.

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TABLE 11

FALL 1970* COMMUNITY COLLEGE SERVICE LEVELS, BY COUNTY AND BY DISTRICT

COUNTIES	Olympic	Grays Harbor	Columbia Basin	Skagit Valley	Spokane	Lower Columbia	Peninsula	Walla Walla	Clark	Centralia	Edmonds/Everett	Wenatchee	Seattle	Tacoma	Ft. Steilacoom	Whatcom	Big Bend	Bellevue	Shoreline	Highline	Green River	County Community College Participants	County Residents	County Service Level $\left(\frac{\text{County Participants}}{\text{100 County Residents}}\right)$
Kitsap	4308 94.1	1	1	5	1	1	9		5	1	6	6	72	82	32	6	3	11	9	12	5	4,576	101,732	4.49
Grays Harbor	12	2518 97.5		3	2	2	5	1	5	20			7	2	1	3			1	1	1	2,582	59,553	4.32
Benton			2699 96.6	2	8	1		9	2		1	5	13	2		41	7	1	1			2,794	67,540	4.12
Skagit	4			2028 94.9			3		1	2	57	5	14		1	4	7	2	5		4	2,137	52,381	4.09
Pacific	8	542 88.7			1	9			9	11			1	22	2	1	1				4	611	15,796	3.89
Franklin			936 96.4	1	12			7			3	1	3			3	4	1				971	25,816	3.76
Lincoln	1				318 89.1			1			2	15	1			8	11					357	9,572	3.72
Cowlitz	2	1	1	1		2397 95.2	1		83	12	1	3	2	5		4	1		3	2		2,519	68,616	3.69
Pend Oreille	1			1	212 97.2								1			1	2					218	6,025	3.60
Clallam	11	1		1		3	1162 95.8	1	4		4		10	3		2	3	1	5	1	1	1,213	34,770	3.51
Walla Walla	1		29	1	9	1	1	1292 95.0				5	2			15	2				1	1,360	42,176	3.24
Clark	6		9	1	1	11	1	2	4025 98.5	6	1	1	9	1		7		1	2	1		4,085	128,454	3.18
Lewis	9	1	2	4		37	2		11	1338 92.9	1	2	9	12	1	6	1		2	1	1	1,440	45,467	3.17
Snohomish	19		4	177	4		6	2	2	5	7015 85.1	12	289	1	1	5	3	26	644 7.8	10	16	8,241	265,236	3.09
Island	1		2	651 89.2	1		3		2		49 6.7	1	9	1		2	1		7			730	27,011	2.07
Chelan-Douglas	3		6	2	39				4	1	7	1301	13			16	4	7	4	7	1	1,421	58,122	2.42
King	95	1	9	33	12	7	21	8	14	19	1141	35	6293 22.5	84	25	101	58	5093 18.2	4818 17.2	6315 23.3	3775 13.5	27,957	1,156,633	2.41
Whitman			4	1	800 96.4			7	1		1	3				7	4	1	1			830	37,900	2.19
Pierce	91	2	9	15	6	4	9	2	12	28	11	8	84	5562 61.6	1979 21.9	51	16	9	7	344	773 8.6	9,022	411,027	2.18
Mason	301 67.9	2	2	1		1	1		5	92 20.8	1	3	9	11	1	4			1	4	4	433	20,918	2.10
Thurston	18	47	4	4		7	4	2	8	1262 79.5	5	9	18	81 5.1	69 4.3	15	3	5	9	14	4	1,588	76,894	2.05
Yakima	9		33	2	2	1	3	4	3	3	1	9	27	6	1	2807 95.6	9	4	8	1	2	2,935	144,971	2.03
Wahkiakum		2				61 89.7			3	2												68	3,592	1.90
Jefferson	20 10.3			3			161 82.6		1		2		2	1				2	2		1	195	10,611	1.83
Grant			11		53 7.4		1	2	2		1	59 8.3	7		2	25	544 76.2	2	4	1		714	41,881	1.71
Columbia					3			60 81.0					1			9 12.2			1			74	4,439	1.65
Stevens			2		262 93.2	1						4	1			4				1	1	281	17,405	1.61
Spokane	5		9	3	4556 98.1	1	3	5	7	1	4	1	26			11	6	2	3		2	4,645	287,487	1.60
Adams	2		34 207	2	32 19.5		1	2	1		1	12 7.3	2	13 7.9		13 7.9	60 366	2				164	12,014	1.36
Klickitat	3		4		2	1	1	4	29 26.4	3	1	2	1	2	1	47 42.1	4		4		1	110	12,138	0.91
Okanogan	1		3	2	76 36.9			6			2	75 36.4	4			15 7.3	15 7.3	1	3	1	2	206	25,867	0.80
Garfield			3		10 47.6			3 14.3				1		1		3						21	2,911	0.70
Whatcom	6		2	445 80.5		2	5	1	2		40 7.2	5	14	3		16	1	3	4	4		553	81,950	0.68
Skamania			1	1		2		1	31 81.6						1	1						38	5,845	0.64
San Juan	1			13 54.2			1				3			1		3				2		24	3,856	0.62
Kittitas	3		1		5			2		1		16 14.8	6		1	65 60.2	5	1		1	1	108	25,039	0.44
Ferry					5 38.5						2	3	1			1	1					13	3,655	0.35
Asotin	1		5	1	16 42.1		1	9 23.7			1	1				3						38	13,799	0.29
In-District Participants	4,609	3,060	3,635	2,692	6,153	2,458	1,323	1,364	4,056	2,600	7,015	1,382				2,872	604					84,282		
District Service Level $\left(\frac{\text{In-District Participants}}{\text{100 District Residents}}\right)$	3.76	4.06	3.89	3.23	1.70	3.40	2.91	2.15	2.82	2.12	2.89	2.25				1.62	1.12							

*1970 is the most recent year for which complete student origin data are available. It was not practical to distinguish the districts in King and Pierce Counties. Klickitat and Whatcom Counties were not included in the calculation of district service levels.

or too widely dispersed to provide the nucleus for the establishment of new campuses.

This point not withstanding, problems of access remain. Two current circumstances which promise to be reinforced by time define the residual problems of access which the community college system must address:

1. The further extensive expansion of the Washington Community College System through the establishment of new primary campuses in sparsely-populated areas is limited by a number of factors. Some of the existing primary campuses fall short of the size criterion set by the State Board (2,000 day FTE's in the tenth fall quarter of operation), and remaining unserved population centers fall short of a second size criterion (50,000 minimum population within 10 years). Limitations to further intensive expansion of services through the establishment of new primary campuses in urban centers are outlined in the Standard Policy and Procedures Manual of the State Board for Community College Education (see Appendix 2).

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*The Carnegie Commission estimated a need for two to three more public community colleges in the State of Washington between 1968 and 1980. At the time of the report, 22 community colleges were operating in the state. With the addition of North Seattle Community College, South Seattle Community College, OVTI, Spokane Falls Community College, and Whatcom Community College the number of institutions in the system has since risen to 27. In comparison, the same report recommended the addition of three to four community colleges to the 12 then operating in Oregon. Only Rogue Community College (Grants Pass, Oregon) has since been added.

2. There remain sparsely populated areas, particularly but not exclusively on the periphery of the state that are not adequately served by the existing system in terms of both their total and, more specifically, their community college participation rates (see Tables 10 and 11). There remain some programmatic problems even for sizeable institutions in the larger population centers of the state (e.g., class size for courses with extensive prerequisites or courses at the end of a long sequence and programmatic continuity in evening programs).

One possible mechanism for dealing with these residual problems of access is the alignment of some campuses into larger compacts across the boundaries of existing districts (along lines similar to but stronger* than the regional planning unit outlined in Design for Excellence, Volume II, p. 36) and across state boundaries. Alignment would at least extend resources to joint planning and complementarity of offering but should also extend to sharing of resources (media, equipment, facilities, and faculty) as well as acceptance of joint enrollees*. Service to sparsely-populated areas on the periphery of the state (and of its neighbor's) could be materially and immediately improved by active reciprocal agreements with neighboring states (See Figure 5).

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*The function of the regional planning units was largely that of occupational program coordination, developing program offerings which were non-conflicting and complementary.

With regard to reciprocity:

1. No Washington community college is as well located to serve southern Pacific County as is Clatsop Community College in Astoria, Oregon, albeit the continuing education component of Grays Harbor Community College has been doing a commendable job of providing extension courses.
2. No Washington community is in as good a position to serve Klickitat County (nominally the divided jurisdiction of Clark College and Yakima Valley College) as would be a new primary campus located in The Dalles, Oregon. There is a long-standing perceived need for a community college in the adjacent region of Oregon. Local votes in 1969 and a later one in 1971 which would have established in Hood River a branch campus of Mt. Hood Community College (Gresham, Oregon) failed to pass.

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*In 1973 the legislature incorporated into the Community College Act provision for joint enrollment at the state's community colleges.

28B.50.095 COLLEGE BOARD--REGISTRATION AT MORE THAN ONE COMMUNITY COLLEGE, RULES FOR. In addition to other powers and duties, the college board may issue rules and regulations permitting a student to register at more than one community college, provided that such student shall pay tuition and fees as if he were registered at a single college, but not to exceed tuition and fees charged a full-time student as established by RCW 28B.15.500. [1973 Chapter 129, Section 1.]

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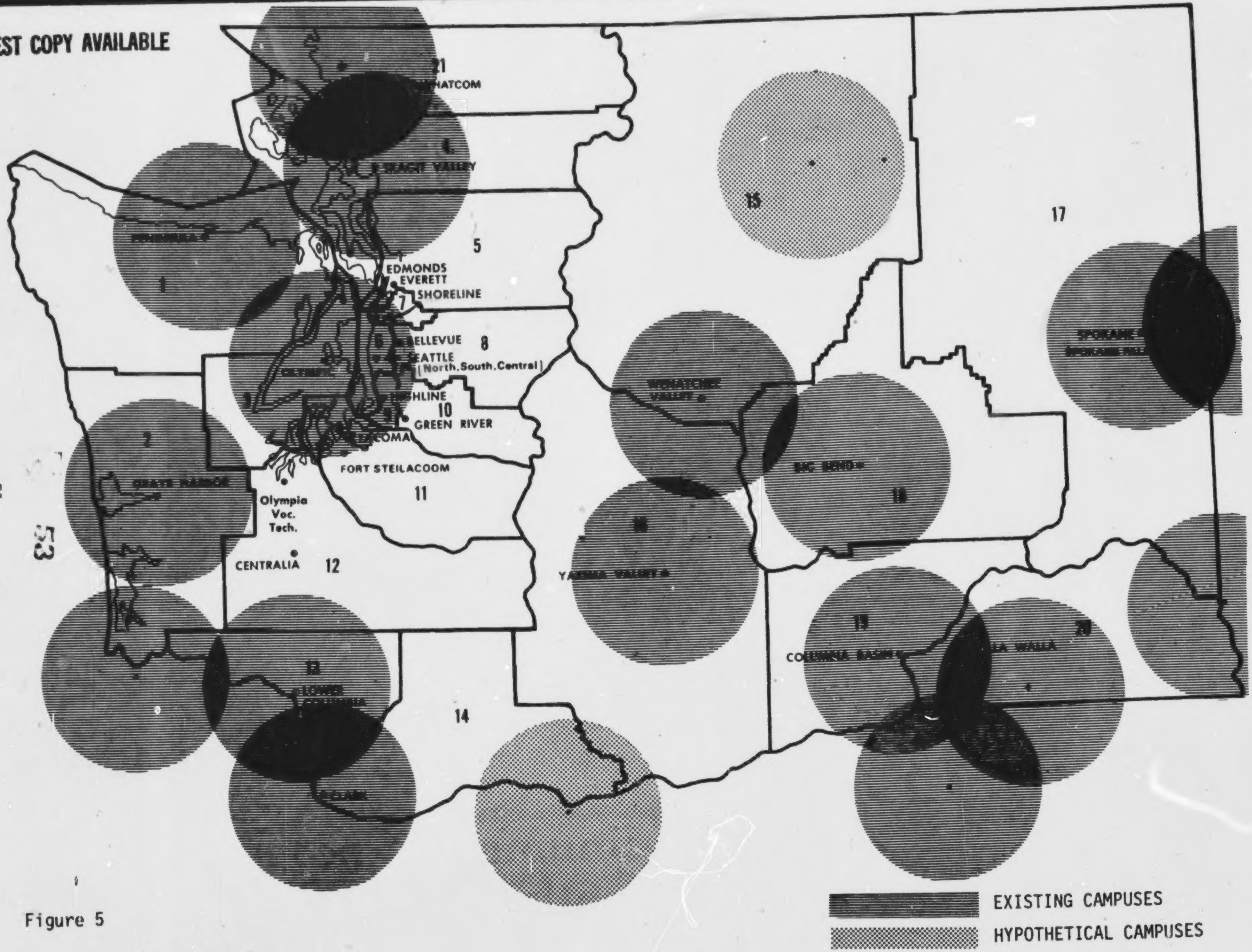

21
WHATCOM
4
SKAGIT VALLEY
PENINSULA
1
5
EDMONDS
EVERETT
SHORELINE
7
OLYMPIC
BELLEVUE
SEATTLE
(North, South, Central)
8
HIGHLINE
10
GREEN RIVER
TACOMA
FORT STEILACOOM
11
2
GRAYS HARBOR
Olympia
Voc.
Tech.
CENTRALIA
12
13
LOWER COLUMBIA
CLARK
14
15
17
WENATCHEE VALLEY
BIG BEND
18
16
YAKIMA VALLEY
19
COLUMBIA BASIN
WALLA WALLA
20
SPOKANE
SPOKANE FALLS
EXISTING CAMPUSES
HYPOTHETICAL CAMPUSES

Figure 5

Community College Service

In 1971 a study was undertaken at the request of the Oregon State Board of Education on behalf of the citizens of Wasco County (The Dalles) to investigate the feasibility of forming an Area Education District in Wasco County with the subsequent establishment of a community college. The resulting report (the Skinner Report) recommended that Wasco County should be annexed to Mt. Hood Community College with a permanent (secondary) campus located convenient to the population center of Wasco County. Within the past year a group of citizens from Wasco County, Oregon unsuccessfully petitioned the Oregon State Board of Education to authorize community college service to that area. The total population in the Oregon cities lying between Hood River and Rufus (17,500) is less than half enough to support the development of a comprehensive campus (50,000), but if one adds to this the 13,000 people in Klickitat County Washington (largely unserved by the current arrangement) and the unincorporated population of Hood River, Wasco and Sherman Counties, Oregon the total satisfies the minimum population criterion for primary campuses. Moreover, given the absence of other educational offerings in this four-county region, the enrollment criterion should be easily met.

3. No Washington community college is in as good a position to serve Garfield, Asotin, and southern Whitman Counties as is Lewis and Clark State College in Lewiston, Idaho. Lewis and Clark State College already draws a considerable number of students from Asotin County while Community College District 17, in Spokane, has been providing extension courses in Pullman.

From the other perspective:

1. Lower Columbia College (Longview, Washington) is immediately across the river from the northern portion of Columbia County, Oregon, an area not included in any Oregon Community College district. The advent of the power reactor near Rainier, Oregon may increase the demand for educational services to this area, but it is unlikely that the Oregon institutions will be able to provide more than limited extension services. The additional enrollment Lower Columbia College would realize from this area could move its enrollment (1,807, fall, 1973) nearer to the State Board criterion for size of a primary campus (2,000 FTE's).
2. Walla Walla Community College is better situated to serve the residents of Milton-Freewater, Oregon than is Blue Mountain Community College (Pendleton, Oregon). This small campus (2,010 FTE's, fall, 1972) would benefit from any attendant increases in enrollments.

3. Access to the extensive offerings of District 17 (Spokane) would greatly expand educational alternatives for residents of Coeur D'Alene, Idaho.

The active aspect of reciprocal agreements could include; alignment (see page 49) of Grays Harbor Community College (Washington) with Clatsop Community College (Oregon); alignment of Yakima Valley College (Washington) with the resulting community college in The Dalles, Oregon; alignment of Walla Walla Community College (Washington) with Blue Mountain Community College (Oregon); and alignment of District 17 (Spokane, Washington) with North Idaho College (Coeur D'Alene, Idaho).

Within the boundaries of the state, further natural alignments can be explored:

1. Skagit Valley College and Whatcom Community College, beside their proximity are complementary in nature, one being oldest and most substantial among the representatives of the system, the other representing the newest and only non-campus member of the system. These campuses already engage in interchangeable joint programs (e.g., Law Enforcement). A further extension of this principle would include Bellingham Vocational-Technical Institute in the regional planning unit.

2. Alignment between Peninsula and Olympic College is of less obvious utility, but the advent of the Trident Base at Bangor may generate, as one of its environmental impacts, educational needs in eastern Jefferson county which Olympic College could better serve than could Peninsula College. The advent of the Trident facility could increase the enrollment of Olympic Community College over a five-year period as much as ten percent at the peak of the development of that site. One means of moderating this impact would be to annex southern Mason County (Shelton) into District 12 (Centralia-OVTI) and to rescind the prohibition against academic instruction at the OVTI campus (this would have the added advantage of making access to academic courses more convenient to Olympia residents). Shelton does not lie within an effective commuting radius of Bremerton. The resources and personnel currently committed to the Garrett Heyns Education Center at the Washington Corrections Center (through a contract with the State Department of Social and Health Services) would not be immediately affected by transfer, but perhaps a rational transition of responsibility to District 12 personnel as well as responsibility for the normal extension offerings in Shelton would free District 3 personnel to meet the anticipated increased demand at Bremerton.

3. Wenatchee Valley College and Big Bend Community College share, in varying degrees, the interrelated problems of delivering educational services to an extensive but underpopulated district and striving to provide a full array of programs on a campus with less than optimal enrollment (BBCC 1,126, WVC 1,611; FTE's, fall, 1973). While Wenatchee Valley College has undertaken to extend educational services to the vast Okanogan County, the potential benefits of a concerted attack on the dual problems of curricular diversity and extended delivery should be explored.

An extension of all or part of the provisions of alignment to other parts of the community college system might be made in the following context:

1. There is evidence of considerable joint planning and deliberate complementarity between Green River Community College and Highline Community College, much of it predating the Program Alert mechanism of the State Board. Whether shared resources and joint enrollments would enhance the delivery of services for these campuses is a question that could be explored.
2. Tacoma Community College and Fort Steilacoom Community College have special obligations in the area of alignment because of their proximity both to one another and to

single purpose postsecondary institutions (L.H. Bates and Clover Park Vocational-Technical Institutes).

3. A residual problem even for the fully-developed campuses in large population centers is program continuity for students in evening programs (class sizes dwindle toward the end of a sequence of courses). Colaboration between campuses and districts to pool evening classes could ease the problem at least in the urban centers of the state, but first agreement must be reached on ways of reconciling effort and FTE generation between the parties, perhaps including schemes for transporting students between campuses.

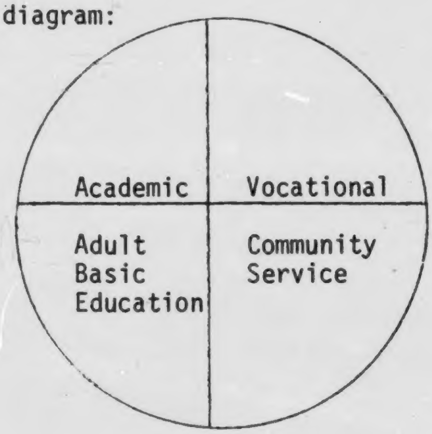
Essentially, these examples suggest an extension of the concept of district comprehensiveness to consortia of institutions with common or complementary problems and resources for the improvement of access in sparsely populated or peripheral areas of the state, as well as for the effective expansion of offerings in urban centers with more than one campus and overlapping service areas.

This completes the discussion of community college enrollments, access, and service areas. The following section explores the manner in which the needs of those who participate in community college programs are met, as the functions of the system are examined.

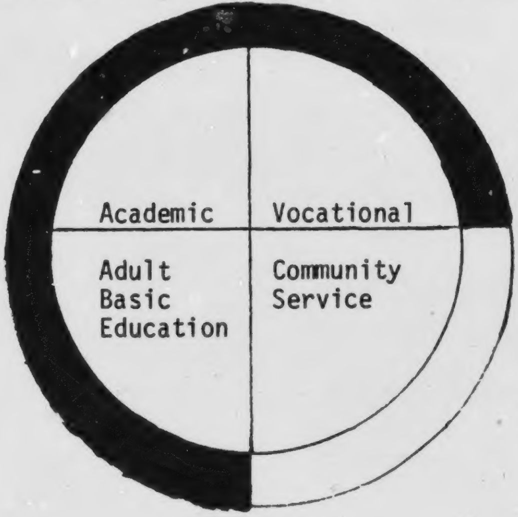
D. Community College Functions

The functions of the community colleges can be listed in different ways, none of which will satisfy everyone. Earlier comments on the comprehensive college reveal something of the complexity of the task presumed for them. Most community colleges offer programs for academic transfer students and general studies programs (academic programs for students seeking terminal, or non-transfer academic degrees). Occupational-vocational education represents the second major component of their program efforts, a component that is approaching predominance. Remedial, compensatory, or developmental educational programs, and Adult Basic Education are also provided by these colleges. Finally, community service programs, avocational and personal enrichment courses offered in response to community needs and interests represent the fourth area of program effort.

Continuing education is still another function of the community colleges (as well as institutions of higher learning generally). However, continuing education is not described as a distinct function, separate from the others, in this report. Rather, it is an activity that encompasses them all, generally differing only in its emphasis (evening and frequently off-campus) and in its orientation to part-time students, many of whom are adults employed during the daytime hours. If one examines the four primary programs of the community college, academic, vocational, Adult Basic Education, and community service, viewing them as sectors of a circle, as in the following diagram:


Academic
Vocational
Adult Basic Education
Community Service

and then adds a second concentric circle, extending each of these activities outward, the space encompassed between the two circles describes continuing education, as in this second diagram:


Academic
Vocational
Adult Basic Education
Community Service

■ Denotes portion of continuing education generating FTE's for budgetary purposes.

Such a view of continuing education is consistent with the definition adopted by the Continuing Education Directors:

> Continuing education is the extending of instructional programs, services, and resources of the community college designed and offered primarily for the part-time student on campus during the evening, in extension centers away from the campus, and in special day programs where practical and feasible.
>
> Specifically these activities include (1) Adult Basic Education, (2) High School Completion, (3) Avocational Activities, (4) Specialized Instructional Workshops and Conferences (credit and non-credit) and, (5) Academic, occupational, and community service offerings in cooperation, where appropriate, with other administrative units.

The nature of continuing education is also suggested in the following statement of Dorothy Knoell and Charles McIntrye:

> The future community college may not distinguish between "day regular" and 'adult continuing' education. Instead the entire college program may be organized as an adult education function, with all the flexibility and options now available to part-time adult students. Supporting student services will take on increased importance, since there will be fewer requirements, prescriptions, and barriers to participation. Degrees and formal transfer arrangements will diminish in importance since individuals will be encouraged and assisted to formulate idiosyncratic objectives which they can and want to attain.

Obviously, Washington community colleges are not to that point, as is no other system in the country, but it is evident that the relationship of continuing education to other community college activities is consistent with the intent.

1. The Academic Component

In Washington, the apportionment of FTE student enrollments between academic and occupational programs is about 54 to 46 percent respectively. However, the percentages will vary by institution, with Tacoma Community College at the high end (73.5 percent academic) and (excluding OVTI with no academic component) Spokane Community College (10.7 percent academic) at the low (1973-74).

When observing these figures, it is important to note that they refer to a variety of specific program functions in the community colleges, and for this reason they can be confusing. The SBCCE referent, "academic FTE" includes students in the transfer program, the general education program, adult basic education, and some who are in occupational programs (but taking academic courses), to say nothing of students enrolled for various non-degree, non-certificate academic courses. The figures are derived by totalling student credit hours in academic courses and dividing them by 15: while this provides an indication of the interest in academic courses, it is not a precise indicator of students in academic programs, particularly since it includes students in occupational programs enrolled in academic courses to round out their program of studies. For these reasons and others, the various academic components must be examined separately.

a. The Academic Transfer Program

The academic transfer program is the most anticipated aspect of the community college area of responsibility. The basic thrust of this program is to provide a range of courses which will allow students to achieve a degree that will transfer to a senior institution. Initially, it appeared that the academic transfer program would be the one most favored by the majority of students enrolled in the community colleges. Nationally, 75 percent of the community college students initially choose the transfer program, although only about 25 percent actually transfer*. However, recent information in this state shows that the academic proportion is considerably smaller than is the case at the national level. In terms of student intent (rather than FTE's derived from enrollments in academic courses) 25,148 students were enrolled in the Liberal Arts Transfer program in Washington community colleges in fall, 1973**. This represents about 19 percent of the actual headcount enrollment during that term. While these figures cannot be converted precisely into FTE's, a rule-of-thumb calculation (an assumption of an average credit hour load of 12 leads to a 4:5 relationship) suggests that FTE's would number about 20,000.

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*Monroe, Charles, Profile of a Community College, Jossey-Bass, 1972, p. 33.

**SBCCE, MIS-1, Summary Enrollment Report, Final Fall, 1973.

Such a figure, in turn, represents about 26 percent of the total community college FTE during that term*.

This percentage is important. Confusion on the size of the academic transfer enrollment in this state is apparent. Some of this confusion stems from the manner in which academic FTE's are derived, as noted earlier. The fall, 1973 academic FTE was reported as 41,267 (see Table 12). This figure, which includes students who are also participants in general studies, developmental, and occupational programs, represents about 54 percent of the total community college FTE for that term. The frequent assumption is that these students are in the transfer program, and this, in turn, leads to criticism of differentials between numbers of students in the "transfer program" and students who actually effect a transfer.

One of the objectives in the State Board's Six-Year Plan concerns increasing the number of students who transfer to a four-year institution each year. The precise target for this objective is under revision: however, the State Board's 1973 report to the Governor noted an increase from fall, 1971 to fall, 1972 in the numbers of students successfully transferring from the 27 community colleges to one or another of the

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*It is important to recognize that the discussion concerns the academic transfer program; it does not encompass the total academic effort in the community colleges; among other components of the total academic effort are the general studies programs (non-transferring academic program).

TABLE 12

QUARTERLY STUDENT ENROLLMENTS

WASHINGTON COMMUNITY COLLEGES
FINAL FALL, 1973

DISTRICT AND COLLEGE	FULL-TIME EQUIVALENT STUDENT ENROLLMENT					STUDENT HEADCOUNT ENROLLMENT		
	ACADEMIC	OCCUPATIONAL	ACADEMIC AND OCCUPATIONAL	COMMUNITY SERVICE	TOTAL	ACADEMIC AND OCCUPATIONAL	COMMUNITY SERVICE ONLY	TOTAL
1 PENINSULA	607.40	435.47	1,042.87	0.00	1,042.87	2,233	0	2,233
2 GRAYS HARBOR	959.45	464.55	1,424.00	0.00	1,424.00	3,311	0	3,311
3 OLYMPIC	2,120.46	1,302.88	3,423.34	10.09	3,433.43	6,563	190	6,753
4 SKAGIT VALLEY	1,223.12	1,006.85	2,229.97	13.40	2,243.37	4,660	133	4,793
5 DISTRICT TOTAL	3,231.04	2,601.38	5,832.42	36.26	5,868.68	10,179	206	10,385
EVERETT	2,329.40	1,695.03	4,024.43	8.20	4,032.63	6,736	40	6,776
EDMONDS	901.64	906.35	1,807.99	28.06	1,836.05	3,443	166	3,609
6 DISTRICT TOTAL	4,782.51	5,620.21	10,402.72	93.22	10,495.94	17,077	645	17,722
SEATTLE CENTRAL	2,658.09	2,873.38	5,531.47	22.97	5,554.44	8,055	143	8,198
SEATTLE NORTH	1,701.89	1,541.28	3,243.17	53.68	3,296.85	5,139	332	5,471
SEATTLE SOUTH	422.53	1,205.55	1,628.08	16.57	1,644.65	3,883	170	4,053
7 SHORELINE	3,103.42	1,511.48	4,614.90	63.33	4,678.23	6,849	483	7,332
8 BELLEVUE	2,191.43	1,393.21	3,584.64	97.51	3,682.15	6,359	714	7,073
9 HIGHLINE	2,394.48	1,952.79	4,347.27	13.36	4,360.63	8,608	161	8,769
10 GREEN RIVER	2,090.55	1,629.57	3,720.12	0.00	3,720.12	5,849	0	5,849
11 FORT STEILACOOM	3,183.26	1,302.13	4,485.39	15.33	4,500.72	7,412	173	7,585
12 DISTRICT TOTAL	1,157.90	1,586.59	2,744.49	23.89	2,768.38	5,993	192	6,185
CENTRALIA	1,157.90	607.02	1,764.92	7.29	1,772.21	3,767	105	3,872
OVTI	0.00	979.57	979.57	16.60	996.17	2,226	87	2,313
13 LOWER COLUMBIA	906.56	900.51	1,807.07	0.00	1,807.07	3,036	0	3,036
14 CLARK	1,659.55	1,356.50	3,016.05	18.81	3,034.86	6,100	167	6,267
15 WENATCHEE VALLEY	1,067.98	530.22	1,598.20	12.85	1,611.05	2,086	106	2,192
16 YAKIMA VALLEY	1,819.71	1,006.06	2,825.77	1.00	2,826.77	4,505	15	4,520
17 DISTRICT TOTAL	3,127.59	6,151.87	9,279.46	11.00	9,290.46	15,591	70	15,661
SPOKANE	499.37	4,262.28	4,761.65	2.64	4,764.29	7,209	18	7,227
SPOKANE FALLS	2,628.22	1,889.59	4,517.81	8.36	4,526.17	8,382	52	8,434
18 BIG BEND	559.19	567.00	1,126.19	0.00	1,126.19	1,606	7	1,613
19 COLUMBIA BASIN	1,152.18	1,500.19	2,652.37	3.40	2,655.77	5,252	15	5,267
20 WALLA WALLA	945.77	1,069.20	2,014.97	1.47	2,016.44	3,432	22	3,454
21 WHATCOM	300.34	224.57	524.91	.27	525.18	1,636	442	2,078
22 TACOMA	2,682.66	985.71	3,668.37	10.27	3,678.64	5,498	87	5,585
SYSTEM TOTALS	41,266.55 (53.75%)	35,098.94 (45.71%)	76,365.49	425.46 (.55%)	76,790.95	133,835	3,828	137,663

Source: SBCCE MIS-1 Student Enrollment Report, and MIS-2 Course Effort Report; Final Fall Quarter, 1973.

18 senior institutions in the state. According to the report, the growth in these figures represents both a tendency for more students to begin their degree programs in the community colleges and a reduction in the barriers to transfer. The historical trends for these output measures are shown in Table 13. Transfers for the most recent year reported (72-73) are down, below those reported two years earlier.

Transfers to the two universities account for the bulk of those in the public institutions. The University of Washington, in turn, accounts for the preponderant proportion of those to the universities. In 1973, 2,145 community college students transferred to the University of Washington, compared with 676 to Washington State University. However, while transfers to the University of Washington are down over the preceeding year (when they totaled 2,227), they are up at Washington State University (1972 community college transfers were 638).

In the case of the state colleges, in 1971 slightly more than 41 percent of the community college students transferring to that segment went to Western. Central and Eastern received approximately 28 and 23 percent respectively. The remainder, about 7 percent, transferred into Evergreen. These figures reveal shifts when compared with 1973 percentages. The ranking is the same, but larger portions of students are going to Western than previously (41 percent compared with 30 percent

Table 13

TRANSFER FROM COMMUNITY COLLEGES TO SENIOR INSTITUTIONS IN THE STATE OF WASHINGTON

NUMBER TRANSFERRING FROM STATE COMMUNITY COLLEGES TO:	FALL 1964 TO FALL 1965	FALL 1965 TO FALL 1966	FALL 1966 TO FALL 1967	FALL 1967 TO FALL 1968	FALL 1968 TO FALL 1969	FALL 1969 TO FALL 1970	FALL 1970 TO FALL 1971	FALL 1971 TO FALL 1972	FALL 1972 TO FALL 1973
PUBLIC UNIVERSITY (IN STATE)	1,046	1,323	1,523	1,743	1,878	1,693	2,234	2,865	2,821
STATE COLLEGE (IN STATE)	950	1,328	1,505	2,234	2,171	2,437	2,580	2,077	1,747
INDEPENDENT COLLEGE OR UNIVERSITY (IN STATE)	286	356	450	482	615	777	759	740	819
TOTAL	2,282	3,007	3,478	4,464	4,664	4,907	5,573	5,682	5,387

SOURCE: Mobility of Undergraduate College Students Between Washington Colleges and Universities, fall, 1971, fall, 1972, and fall, 1973, CHE.

in 1971). However, overall the number of students transferring to state colleges is down from the 2,580 reported for 1971.

Only in the private sector have community college transfers shown an increase since 1971 (from 759 to 819).

Among the private colleges and universities, the "Big Three" in terms of receiving community college transfers are Pacific Lutheran (15.3 percent), Seattle University (22.8 percent), and the University of Puget Sound (28.9 percent). Combined, the three accepted more than two-thirds of the reported community college students transferring to private colleges and universities that term. Gonzaga (3.2 percent), St. Martin's (6.1 percent), Seattle Pacific (12.6 percent), and Walla Walla (3.7 percent) round out the leading receiving private colleges and universities.

The statement in the Community College Six-Year Plan bearing most directly on the question of academic transfer is contained in a measurable objective under Goal III (pp. 32-35): "To increase the number of districts whose Associate of Arts degree meets the general education requirements of all Washington State four-year colleges and universities from

0 in fall, 1971 to 22 in fall, 1974." The status of agreements with senior institutions is represented on Table 14, a table extracted from the Six-Year Plan*.

The State Board objective with respect to academic transfer programs has not been entirely met, although progress is apparent. As a general rule, there is little difficulty with the transferrability of the Associate of Arts degree, although not all senior institutions have entered into agreements. Effectively, any student receiving the academic transfer Associate of Arts will find it possible to transfer into one of the four-year institutions, at the junior level, on the strength of his community college accomplishment. At the same time, his accomplishment is likely to be assessed on an individual basis, especially in those institutions without agreements with the community colleges.

The view of this report is that the senior public institutions should acknowledge the Associate of Arts degree earned in one of the state's community colleges for what it is, certification of achievement through the sophomore level in one of the major components of the state's public education system.

It needs to be recognized here that the referent is a rather specific degree program. The Inter-College Relations Council

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*The table has been updated to reflect the status of agreements as of February, 1974.

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Table 14

Stutus of Agreements Between Community Colleges and Senior Colleges and Universities to Accept the Associate of Arts Degree as Meeting the General Education Requirements of the Senior Institutions (February 1, 1974)

DIRECT TRANSFER AGREEMENTS

		Bellevue	Big Bend	Centralia	Clark	Col.Basin	Edmonds	Everett	Ft.Steil.	Grays Har.	Green R.	Highline	Lower Col	Olympic	Peninsula	Seattle C	Seattle N	Seattle S	Shoreline	Skagit V.	Spokane	Spokane F	Tacoma	Walla Wal	Wenatchee	Whatcom	Yakima
		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X
C.W.S.C.	X	X			X	X	X	X		X		X	X			X	X	X	X	X	X	X	X	X			X
E.W.S.C.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
EVERGREEN																											
FT. WRIGHT	X				X	X	X	X				X									X	X					X
GONZAGA																											
P.L.U.	X	X		X	X	X	X	X	X	X	X	X	X	X				X	X	X			X	X		X	X
ST. MARTIN'S	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
SEATTLE PACIFIC	X	X		X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X		X	X
SEATTLE UNIVERSITY	X	X		X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
U.P.S.	X	X		X			X	X	X	X	X	X	X	X				X	X	X	X	X	X			X	X
U OF W.																											
WALLA WALLA																											
W.S.U.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
W.W.S.C.	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
WHITMAN																											
WHITWORTH																											

(ICRC) define this Associate of Arts Degree in its Guidelines. According to the ICRC definition:

> The Associate of Arts (sometimes called Associate of Arts and Sciences or Associate in Arts) degree is defined as that two-year college degree offered by the community college to students who have completed a transfer curriculum. So that it may be used to fulfill General Education requirements for a Baccalaureate degree, this Associate of Arts degree should possess the following characteristics:
>
> 1. be issued only to students who have earned a cumulative grade point average of at least 2.0;
> 2. include 90 credit hours of transferrable credit;
>   a. approximately two-thirds (a minimum of 50 quarter hours) of the required credits for this degree should be completed in General Education (also called General University requirements, Distribution requirements, Breadth requirements, etc.) with a reasonable distribution among the following areas:
>   1. Communication Skills
>   2. Humanities
>   3. Natural Sciences
>   4. Social Sciences
>   b. A maximum of 40 quarter hours of unprescribed electives of which a maximum of 15 quarter hours may be completed in any college courses which the community college will approve for credit toward the Associate of Arts degree.

Thus, the transfer degree has specific distribution requirements. The recommendation is for the acceptance of this degree program as *prima facie* evidence of completion of the first two years of college work.

A second problem encountered by transferring community college students centers on the transfer of credits earned in excess of the basic 90 quarter credits required for the Associate of Arts. Students frequently discover that these "excess" credits are not transferrable.

In a senior institution, credits earned in excess of 90, in effect, put the student into upper-division work, regardless of the level of the course in which they are earned. In fall, 1973, 200 level courses in the four-year institutions were filled by the following percentages of students above the sophomore level*:

University of Washington	48%
Washington State University	39
Central Washington State College	39
Eastern Washington State College	39
Western Washington State College	35
The Evergreen State College	11

Given these patterns it is argued that the bias should be oriented more to recognition of "excess" community college credits than against, since the student has earned them, and their denial ultimately imposes wasted effort, motion and expense. Accordingly, it should be the refusal of the senior public institution to accept such credits, rather than the acceptance of credit, that requires justification.

Finally, the community college academic transfer program is also related to the larger question of allocation of responsibility for lower-division academic education within the state. It is a question of whether it should accrue to the community colleges, with the four-year institutions assuming basic responsibility for upper-division and graduate education, or whether the current pattern of shared responsibility should continue.

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*Data collected and compiled by CHE, November, 1974.

It is the position of this report that both the senior institutions and the community colleges should continue to share responsibility for lower-division academic education. Presently in Washington the public senior institutions perform the preponderant role in lower-division, college-parallel academic education. The responsibility appears to be split about 60/40*. A general expansion of a role for the community colleges to become the primary providers of lower-division college parallel programs is not envisioned in this report. An exception is the Seattle area, where the University of Washington functions as the sole public senior institution in a metropolitan area embracing a population considerably in excess of one million. The pressures for admission to the University of Washington are already enormous and still growing. As a general rule, the residents of the Seattle area desiring baccalaureate program admission should look to the area's community colleges, or to the state colleges for admission at the freshman and sophomore levels. In this instance, therefore, assumption of a preponderant role for the community colleges in the provision of lower-division college parallel programs can be advocated**.

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*It is particularly important to recognize that these percentages apply to the academic transfer (or liberal arts) transfer program. The students in the non-transfer portions of the community college academic program are not included (if they are included, if the issue is lower-division academic education, including both the transfer and general studies programs, the community colleges assume the preponderant percentage).

**The state college and university roles and missions report contains a recommendation for the study of a consortium approach to the Seattle problem. Such a consortium might be operated in the north campus facility, with the Seattle district providing lower-division instruction and participating senior institutions providing the upper-division programs.

2. Academic General Studies (Liberal Arts, Terminal)

One of the more concise statements on the academic general studies program in the community colleges is found in Monroe's book, Profile of the Community College*:

> "The general studies function is becoming recognized by college leaders as a proper field of community-college study and curriculum planning. In view of the fact that many, if not the majority of, entering college students are unable to decide whether they will transfer to a senior college or enter some occupation, and in view of the fact that if the choice is in favor of an occupation, they often have no firm commitment to any special occupation, more and more community colleges have found it feasible to offer a body of studies that are both similar in content to standard courses offered under both the transfer and general education labels, but which are geared to less rigorous standards of academic achievement. In many respects, general studies courses might be general education courses taught at a non-transfer level. General studies programs also accommodate the ever increasing number of marginal students--at least marginal in terms of transfer capability. These courses have a liberal-arts content and for many students seem to have more prestige value than do the occupational courses. One hangup for the student occurs when he learns that the general studies courses, like the occupational ones, do not guarantee college transfer credit, although some senior colleges may be sufficiently flexible in their admission standards to accept some or all of the general studies courses. Completion of the general studies program should be recognized with an associate in general studies degree rather than an associate of arts degree."

It is in programs such as the general studies program that the unique nature of the community college begins to emerge. American higher education has moved from a state of "mass-access" to a stage of "universal-access" (neither should be confused with universal attendance). If barriers to access are to be reduced and eliminated, a wider range of responses to the needs of individual students,

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*op. cit., pp. 33-34.

students availing themselves of the opportunities afforded by the creation of community colleges, must be provided within these institutions*.

An oblique reference to the general studies program is contained in the SBCCE Six-Year Plan. The first general objective to Goal III ("Offer to the citizens of each district a comprehensive array of occupational, cultural, recreational, and academic programs") calls for the system to "offer meaningful options for students among a variety of educational programs, including transfer education, general studies, remedial courses, occupational programs, continuing education for adults, high school completion, and cultural programs designed to enrich the community environment."

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*In meetings held with individuals administering and teaching in the community college system, prior to the writing of this report, the staff was struck by references to the role of the community colleges that emphasized points such as, "The community colleges are to help students, regardless of their qualifications; the emphasis is not on a degree, rather on bringing students to a point where they can feel good about themselves," "The community colleges make the individual the focus; what happens to each individual is the important issue," "The community colleges are conservers and developers of human resources; they do not assume one has to be at a certain point to qualify." In such a context the offering of a degree that will meet the needs of an individual not seeking vocational preparation or subsequent transfer to a senior institution, but simply a structured program of learning experiences designed to fit his or her interests, and certifiable by the award of a diploma, can be understood.

The concept receives direct reference in an important measurable objective in the Plan (Goal I, Measurable Objective 4), an objective calling for an "increase in the number of districts offering a non-transfer, non-occupational Associate of Arts enrollment option from 17 in 1971-72 to 20" by June, 1974. The explanation states, "This objective recognizes that not all students are pursuing some further goal. The importance of a degree to the personal growth of an individual should be recognized through an enrollment option and an Associate of Arts degree that is suited to the needs of the student, rather than to either the transfer requirements at a four-year institution or the entrance requirements for a specific job." This statement, perhaps more than any other encountered in the literature, describes the nature of the non-transfer Associate of Arts degree.

Problems similar to those encountered when attempting to identify students in the academic transfer program occur when such efforts are directed to the general studies program. When the figures are examined from the perspective of an institutional derivation based on students enrolled in relevant courses, General Studies account for approximately 1,850 FTE's, or about 2.6 percent of the total FTE enrollment in the system (final fall, 1972 figures). However, when examined from the perspective of student declaration of intention, the headcount figure in the general studies program is about 7,700 (final fall, 1973). In terms of student declaration of intent, the program represents about 5.75 percent of student headcount.

Not all of the community colleges actually offer the general studies degree (those that do include Big Bend, Clark, Edmonds, Everett, Fort Steilacoom, Grays Harbor, Highline, Olympic, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley); most authorize the award of some form of recognition, usually a certificate. The requirements for the degree/certificate, however, vary from institution to institution.

In implementation the general studies program is pretty much what each institution says it is. While such a program may be pursued in most of the community colleges, and while there is some consistency with respect to program parameters among a few of the schools, as a general rule there is a lack of consistency on what such programs should encompass within the system as a whole. Moreover, the references to the degree or certificate awarded are inconsistent. In some instances there is a certificate, in others a degree. Where certificates are awarded, a requirement of 90 credits may be specified while in other cases 75 credits will suffice. Minimal GPA's range from not-specified, to 1.50 to 2.00 (most colleges have minimal GPA's, and these minimums apply).

There seems little justification for such variety within a single state system, either on this or any other degree. As a general rule it is desirable that degree programs reflect consistency within a system. While the course distribution may vary in accord with student interests, the general studies degree, a degree that is not normally transferable and one obtainable only in the community college system, should be a common option representative of a common level of accomplishment, distinguishable from other awards. Finally, one suggestion is that such a program of studies be certified by the award of a certificate rather than a diploma upon completion. This idea has merit and could be studied further. However, whether a degree or certificate, the general requirements for completion should be consistent throughout the system.

In summary, the general studies program is a difficult program for those not imbued with a sense of the community college mission to understand. In effect, the program appears to be a vitiated approach to college education, abandoning concerns with academic rigor, allowing the student to do pretty much as desired, and certifying the effort with a non-transferable degree, in effect telling the student that his work is somewhere in limbo, neither part of nor apart from college-level study. Such concerns are at once valid and invalid.

To understand the general studies program, one must also understand that it is one manifestation of the open door: it is a response to the dilemma posed when the system announces that it will take all who have the motivation to enroll and discovers that all who enroll do not have the capacity to succeed. One solution to the dilemma would be to fail students who cannot meet a program's requirements. Another would be to force students to take more time through requirements in developmental areas. Still another would be to reduce the quality of programs by passing all those who enroll and persevere. A fourth approach would be to let the students know that if they enroll, a program can be tailored to their individual needs, and an award can be achieved. The system in this state has taken the fourth route, and the general studies program has become one of the community college's unique responses to an assigned role within the system.

3. Occupational Education

Community colleges are rapidly becoming the primary education agencies preparing people for entry into an expanding range of skilled occupational positions. This responsibility is partially shared with vocational-technical institutes, of which there are five in Washington. However, by virtue of the vocational-technical institute locations (all around Puget Sound) and their smaller numbers (5 in comparison with 27 community colleges), the basic statewide role in occupational education is that of the community colleges. This role encompasses the preparation of persons for initial entry into the labor market, retraining for new jobs as skills become obsolete or no longer in demand, and supplemental training for those needing skill upgrading for their current job. Conservatively, more than 200 occupational programs in some 20 general fields are offered in the community colleges of this state*.

It is also apparent that the occupational preparation role is becoming predominant within the community college system itself. When enrollments are examined in terms of student declarations of intent, occupational preparatory programs account for slightly more than 20 percent of the total community college enrollment, compared with 19 percent for the Liberal Arts Transfer program (fall, 1973). Taken as categories, with occupational preparatory, supplementary, and useful home and family life programs grouped as "occupational," and liberal arts transfer, terminal, and basic education programs grouped as "academic," occupational programs account for 45.9 percent of the students, compared with 25.8 percent for those whose intentions lead them into the academic areas. Even if non-degree/non-certificate students are classified as academic, the percentages are 45.9 percent occupational and 3.73 percent academic. These patterns vary among individual campuses, but within the system as a whole, occupational programs comprise the larger percentages of total enrollments. (See tables in preceding section.)

On the average, direct unit expenditures for occupational education programs are higher than those for academic programs ($793 vocational, $678 academic**). This factor, the fact that such programs are costly, plus the growing popularity of vocational education programs, creates pressures that tend to manifest themselves, on the one hand, in demands for more rapid programmatic responses to manpower demands, and on the other, in problems associated with the inability of the system to immediately accommodate all students seeking entry.

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*Generalized 1972-73 data. A listing of community college vocational programs leading to a certificate, a degree, or both is contained in Appendix 1.

**Figures refer to pre-8th day, 1972-73. CHE, "Unit Expenditures Study," November, 1974.

The manpower issue centers on needs for a better relationship between the programs offered and the employability of graduates. Related to this is the propriety of offering training to students for jobs that will not be available to them upon graduation*. The focus of these concerns, of course, is on occupational preparatory programs (although it touches on retraining and supplementary programs, the relationship is less direct). Essentially, they require constant review of program offerings to determine which are meeting student and societal needs, and rapidly shifting resources from marginal to needed areas as a situation warrants. From the student's perspective, such action should be buttressed with effective guidance and counseling services. Adequate information on employability prospects, contained in each new college catalog, as suggested in a recommendation of an earlier Council staff report, is one aspect of this** (notably, Everett Community College includes recent manpower estimates in its catalog).

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*Federal regulations exist that attempt to regulate occupational offerings in private vocational schools when there is an oversupply in the labor market.

**CHE, Draft Report on State College and University Roles and Missions, May 20, 1974.

No sector of public higher education responds "in phase" to the labor market shifts, but in this state the community colleges have gone further toward this goal than in others. Working with the Coordinating Council for Occupational Education, the State Board has been proceeding on an interagency basis in the development of a system of occupational demand forecasting. Presently, the forecasts are designed to indicate future demand for graduates of programs currently offered, demand for occupations for which some programs offered might be appropriate, and total demand for all occupations. These projections apply to programs offered at the level of the community college and vocational-technical institutions*. The first report (January, 1974) specifically recommended increased growth in approximately 30 occupational areas**.

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*CCOE, "Occupational Demand Forecast and Recommendations," January 18, 1974.

**Agriculture
Cashier-Checker
Supermarket Management
Flight Attendant
Dental Assistant
Nurses Aide
Surgical Technician
Respiratory Therapy
Medical Assisting
Orthopedic Physician Assistant
Keypunch
Parts Merchandising (Inventory Clerk)
Personnel and Labor Relations
Legal Secretary
Cabinetmaking and Millworking
Business Managers
Electromechanical Technician
Appliance and Vending Machine Repair
Auto Mechanic
Commercial Diver
Custodial Services
Diesal Mechanic
Aviation Electronics
Sheet Metal
Cosmetology
Thermoplastic Welding and Binding
Bakers
Small Engine Repair
Power Sewing

The criteria for recommending increased growth were:

a. the enrollment-to-placement ratio was less than 3:1;

b. the estimated demand (growth plus replacements) was greater than 50 positions per year;

c. The impact on demand by the community colleges and vocational-technical institutes was less than 60 percent;

d. In occupations where criteria a. and c. were met, but b. was not met, and where public policy had indicated there should be a strong emphasis on the occupation, expansion was indicated;

e. In occupations where criterion a. was met but no demand data were available (e.g., an emerging occupation), then expansion was indicated*.

The report also calls for review of certain programs currently offered. The essential criterion leading to the recommendation for review of a program was that enrollments per placement exceeded 10:1. The programs specifically identified for review were:

Natural Resource Technician
Fish and Game
Real Estate
Recreation Leader
Mass Communications
Oceanographic/Biology Technician
Waiter, Waitress

These efforts are promising. Refinements to the system are being developed as it is being implemented. One of these relates to the current lack of analysis of the full scope of the supply side of the question. Present employment demand information relates to "new hires" (based on anticipated economic growth and replacement rates) but it does not acknowledge the existing labor supply which competes with students for jobs in the related employment areas.

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*idem., pp. C-1 and C-2.

The manpower projection system is not the only criterion governing the provision of occupational education programs in the system. In cases where job market needs are intermittant or limited for certain vocations, attempts are made to limit programs to a few colleges, those colleges whose locations are particularly germane to the objective conditions concerning the program. Clearly, it is neither desirable nor feasible to duplicate programs in instances wherein the opportunities for graduates are limited*.

It is recognized that occupational offerings are fluid, that some programs are central to an occupational curriculum, and that there is reason for some duplication of programs among the colleges of the system. But certain questions persist. A review of occupational offerings (by Office of Education categories) in the community colleges of Washington for the 1973-74 school year yield the following patterns:

--Of the 68 different occupations covered by District #6 (South Seattle, 20; Seattle Central, 39; and North Seattle, 27),

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*An apocryphal story persists concerning a proposal to establish an Animal Management program at Yakima Valley Community College. Members of the State Board Staff, contacting Yakima faculty to point out an apparent duplication with the Animal Technician program at Ft. Steilacoom were informed that the Yakima Valley programs would be a "course of a different holler."

14 are offered at more than one of the three campuses. Of the 14 programs duplicated, 4 are of the uncommon variety*.

--Of the 35 different occupations covered by District #5 (Edmonds, 19; and Everett, 26), 9 are offered at both campuses. Of the 9 programs duplicated, 1 is of the uncommon variety.

--Of the 80 different occupations covered by District #17 (Spokane, 64; and Spokane Falls, 25), 9 are offered at both campuses. Of the 9 programs duplicated, 2 are of the uncommon variety.

--Of the 29 different occupations covered by District #12 (Centralia, 17; and OVTI, 22), 10 are offered at both campuses. Of the 9 programs duplicated, none (0) are of the uncommon variety.

Extending the consideration of duplication across district lines:

--Of the 62 different occupations covered by the three campuses serving northern metropolitan Seattle (North Seattle, 27; Shoreline, 37; and Edmonds, 19), 16 are offered at more than 1 of the three campuses. Of the 16 programs duplicated, 3 are of the uncommon variety.

--Of the 43 different occupations covered by the 2 campuses serving southern King County (Highline, 29; and Green River, 27), 13 are offered at both campuses. Of the 13 programs duplicated, 2 are of the uncommon variety.

--Of the 31 different occupations covered by the 2 adjacent campuses serving Pierce County (Fort Steilacoom, 22; and Tacoma, 17), 8 are offered at both campuses. Of the 8 programs duplicated, none (0) are of the uncommon variety**.

Such a listing of duplication may obscure cases of constructive program cooperation (e.g., Agrichemical-Business between

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*Of the 147 occupational programs in the system, 116 are offered on 6 or fewer of the 27 campuses comprising the system. These 116 programs are designated "uncommon" for purposes of this discussion.

**Extending the consideration of duplication across the lines between sectors of postsecondary education to include occupational programs in the same Office of Education categories offered by either of the two Vocational-Technical Institutes in the Tacoma metropolitan area (L. H. Bates and Clover Park), 12 of the 22 occupational programs offered by Ft. Steilacoom Community College are duplicated by one or more of the other three institutions, and 10 of the 17 occupational programs offered by Tacoma Community College are duplicated by one or more of the other three institutions.

Columbia Basin and Walla Walla and Law Enforcement between Skagit Valley and Whatcom). In addition, some of these programs may be considered sufficiently general, and of such student interest that duplication could be expected (e.g., business and secretarial/clerical programs), but others, particularly among those designated "uncommon", are not so considered.

The aforementioned occupational demand forecasting system appears to affect this situation only peripherally. It does not directly relate to the question of duplication in overlapping service areas. Yet, the matter should be examined with an eye to consolidating programs through inter-institutional consortia, where such action is appropriate, or phasing them out if their continuation cannot be justified. A mechanism for achieving such review might be the various program advisory committees in each district. These committees, if they were to meet on a regional basis with their counterparts in other districts and the vocational-technical institutes, and utilizing information made available through the occupational demand forecasting system, could examine similar program offerings in the region and make appropriate recommendations for continuation, consolidation, or termination. This procedure, or another aimed at the same end, is recommended.

The question of regionalizing some programs goes beyond the duplicate program issue. Essentially, this entails one institution assuming responsibility for the offering of a program in a given field to the exclusion of other institutions in the area, or perhaps in the state. There are instances in Washington where a community college offers the only program in the state. Examples are Air Traffic Control at Green River, Fisheries Technology at Peninsula College, Marine Biology Technology at Shoreline, and the frequently-cited Diving program at Highline. These are not all of the unique program offerings in Washington Community Colleges, and they illustrate the possibility of certain community colleges assuming a regional or statewide responsibility for the offering of programs in areas where there is a limited need; but it may be argued that the system has not fully explored possibilities in this area.

In the community college system, new occupational preparatory programs are approved by the State Board; prior to this approval, program "alerts" (descriptional program concept) are sent to the vocational directors of colleges within specified regions*.

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*The Community College Regional Screening Districts consist of the following:

District I	Southwest Washington Clark, Lower Columbia, Centralia, and OVTI
District II	Puget Sound Olympic, Tacoma, Fort Steilacoom, and Peninsula
District III	Seattle South Seattle, Seattle Central, North Seattle, Bellevue, Green River, Highline, and Shoreline
District IV	Northwest Washington Edmonds, Everett, Skagit Valley and Whatcom
District V	Eastern Washington Northeast--Spokane, Spokane Falls, Wenatchee and Big Bend Southeast--Walla Walla, Columbia Basin, and Yakima Valley

If the concept is favorably reviewed during the regional screening, the State Board requires the proposing institution to develop a detailed description of the program which is submitted for review by all of the community colleges in the state and by the Division of Vocational Technical Education in the Office of the Superintendent of Public Instruction. The program is then again reviewed for final approval or disapproval by SBCCE. This process is designed to furnish colleges with an opportunity to respond to proposed new programs. Unfortunately, the reviews tend to represent the perspective of other individual colleges rather than the statewide overview appropriate to coordination and the minimization of program duplication. Unless an institution is in direct competition for enrollments with the district proposing a new program, and if there is some evidence of local need, there is likely to be no objection raised by an institution with an existing similar program.

The use of a regional or statewide screening process to regularly review, with vocational-technical institute participation, both occupational preparatory and supplementary could minimize the current offering, and development, of duplicate programs. Such a review process should utilize the input of:

--the community college and vocational-technical institute representatives in the various occupational areas;

--the various occupational advisory committees existing at the local levels;

--the occupational forecasting information developed jointly by the State Board for Community College Education and the Coordinating Council on Occupational Education;

--the appropriate vocational education staff at the State Board for Community College Education.

A third element in the community college response to occupational program demands centers on the provision of supplementary vocational skill training to adults needing to upgrade or modify their skills. Such programs usually must be offered in the evening (since the persons in need of the training are likely to be employed during the day) and on an as-needed basis. The community college's involvement in occupational education for apprentices is part of this: various trade and labor crafts require formal instruction in the relevant skill area as a condition of apprenticeship.

Apprenticeship standards have been statutorily defined and include a requirement for a minimum of 144 clock hours to be spent in instruction related and supplementary to the trade or craft being learned (see RCW 49.04.050).

The state's Apprenticeship Act, passed in 1941, places responsibility for this instruction in the locally recognized agencies for vocational education. This has evolved to mean the vocational-technical institutes and the community colleges.

The Act assigns general supervision of apprenticeship programs to a state apprenticeship council (composed equally of labor and management representation). It is by the approval of this council that local and state joint apprenticeship committees (also composed equally of labor and management representation) are authorized in any trade or group of trades "whenever the apprentice needs of such trade or group of trades justifies such establishment." (CW 49.04.040)

Subject to review by the state council, and in conformity with the statutes, local JACs develop specific standards for apprenticeship agreements.* They also set the number and select the individuals for available apprenticeship openings. (Apprenticeships are usually set at a ratio of 1 apprentice per 10 journeymen.)

Within this framewok the community colleges structure apprentice instructional offerings so as to best accommodate the interests of the local JACs.

Currently (1974-75) there are approximately 3,800 individuals participating in apprenticeship instructional programs offered by the community colleges; they are generally offered a few hours each week in the evenings or on Saturdays if a long commute for the apprentices is involved. The variety of occupational areas covered range from electricians, diesel and heavy equipment workers, mill wrights, carpenters, and brick masons. The most extensive apprenticeship instruction is offered in the Spokane, Seattle and tri-cities areas (the activity in the tri-cities area stems from needs arising from anticipated long-range construction growth related to an electrical power generation plant, the Hanford complex, and projected regional growth in agriculture).

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*The trade-related instruction for the on-the-job apprenticeship training programs, supervised by the State Department of Labor and Industry, is coordinated by the Coordinating Council for Occupational Education.

Instructional charges to apprentices are minimal; in the community colleges, the tuition is $21 per year, in the vocational-technical institutes no tuition is charged. However, in some instances the JACs offer in-kind contributions in the form of materials, equipment, etc. to the program. This has led to a situation in which apprenticeship instructional offerings often must be subsidized by other program offerings in the college. Additionally, in some of the rural areas due to the costs of the instruction, offerings have been aggregated either by grouping together somewhat distinct occupational programs (e.g., shop and automotive machinsts) or by grouping together all levels of apprentices in the same course offering. These types of arrangements are viewed as undermining optimal apprentice instructional programs. Questions arise relating to both the adequacy of apprenticeship instruction offered throughout the state and the costs and funding of these programs. These should be addressed in a study analyzing these factors with the objective of assessing the adequacy of the programs themselves and the associated funding. However, in view of the indirect relationships existing between the educational agencies providing the instruction and the overall supervision of apprenticeship agreements by non-educational bodies, it is suggested that a non-educational body undertake such a study.

Finally, the system attempts to respond with vocational preparatory programs when significant numbers of students request them. In that its capacity to do so is finite, it is this dimension of need that often complicates the response, bringing the community college full circle to a confrontation with the open door premise it is obliged to address. The popularity of many occupational programs is such that a college cannot immediately accommodate all students seeking entry. The result is waiting lists. Although waiting lists do not exist for all programs, they do for many. Programs in which more than 100 students were on waiting lists during the Fall, 1972 term were*:

Auto Body Technology
Marine Carpentry
Commercial Photography
Dental Assisting
Forestry Technology
Auto Mechanics
Nursing, Associate Degree
Nursing, Licensed Practical
Radiologic Technology
Vocational Home Economics
Welding

In spite of pressures to expand the capacity of such programs, or to create new ones, the colleges, lacking both financial resources and assurance that all the students seeking admission will find jobs upon graduation, accommodate this demand by admitting students to the institution to pursue a course of studies (thereby implementing the spirit of the open-door philosophy) pending admission to the particular program for which there is a waiting list. Like so many of the dilemmas confronting the system, there is no other immediate solution at hand.

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*Curiously, counter to the advice given The Graduate, there appear to be few students waiting in line for programs involving plastics.

The role of the community college system in the offering of occupational education programs is established. By itself this role is sufficient to distinguish community colleges from the traditional junior college and to identify them in terms other than simply as feeder institutions to the four-year colleges and universities. At the same time, this distinction raises other problems of articulation, problems more severe than those applying to academic transfer programs, and problems that are of growing concern to those involved in postsecondary education.

The matter centers on difficulties occurring when persons completing two-year occupational programs decide to extend their education to the baccalaureate degree. On the face of it there is little reason why such a transition from a community college to a baccalaureate institution should substantially differ from an academic transfer. In fact there are problems associated with the transfer of vocational credits to four-year institutions, and students possessing vocational associate degrees will likely find that substantial numbers of their credits will not transfer. The result is usually about three, rather than two, more years of academic work to the baccalaureate degree.

It is at this point that the issue of the "upside-down curriculum" emerges. The term applies to an inversion in the normal approach to the baccalaureate. Presently the student in a baccalaureate program begins study with two years of general education in a range of disciplines. In the junior year work begins to concentrate on the selected major field (geology, business administration, physics, etc.). The pattern is from general to specific, from the accumulation of credits in several discipline areas to concentration on work in one major field. However, in view of the specific nature of studies in community college occupational programs, it should be possible for a student to transfer and take two years of general studies to accomplish a baccalaureate, thereby "inverting" the curriculum.

The concept has received some support nationally (although there has not been much evidence of its implementation). It is felt that it would be particularly appropriate in cases where the studies for the associate degree bear a reasonably close parallel to experience in the upper-division in the senior college. Nursing is one such area (associates in nursing can be licensed as RN's); Accounting, Law Enforcement, Hotel Management, Occupational Therapy, Radiologic Technologies, Computer Science, and Home Economics, to name but a few, are others.

Those objecting to the concept point out that a baccalaureate degree in the field is different; it may require longer than two years in the "major" field, the course emphases may diverge, and so on: in a few words, such lower-division programs in the community college are not "college parallel.*"

The view of this report is that such objections need to be proved. In the meantime, while it may be conceded that a student with an associate degree in nursing might have to take more than two additional years of work to accomplish a Bachelor of Science degree in Nursing, there is no clear reason why he should not be able to accomplish a Bachelor of Science degree _per se_ in two additional years.

In view of the growing interest in vocational preparation programs, the Council on Higher Education, working with the State Board, should undertake a study of the inverted curriculum, determining results in states where it is operative, and identifying programs for which it is particularly appropriate). If the findings of such study are favorable, as a starting point, the senior colleges should establish upper-division general studies curricula that will articulate with community college occupational programs (primarily in management and professional fields) thereby providing a means for students to accomplish a baccalaureate in a total of four years of study. As a long-range goal, both types of institutions should work together to identify changes in their curricula that would allow students to accomplish the professional baccalaureate degree in the amount of time required for students who normally matriculate directly into the senior institution.

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*At this point one can recall axiom #7: "Things equal to the same thing (in this case, qualification for professional licensure) are equal to each other.

Lastly, there is one further issue generating concern among those interested in community college occupational education programs. This centers on early trends to the offering of programs requiring more than 90 credits (two years) of study in the community colleges*. Such programs are in existence (Dental Hygeine and Radiologic Technology are two examples). In all cases they lead to associate degrees.

The community colleges are restricted by law to the offering of two-year programs only in the academic areas ("The purpose of the community college act is to...Establish firmly that community colleges are, for purposes of academic training, two-year institutions....)**. The view of this report is that programs leading to the associate degree may, in limited numbers of cases, require a total of more than two years of study (when prerequisites are added). However, these programs should remain the exception, and the general bias should be against their development on the ground that they are normally outside the role and mission of the community college. For this reason, it is recommended that proposals for new community college programs requiring a total of more than two years of study be transmitted to the Council on Higher Education for review and recommendation prior to their inauguration.

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*This is usually the effective result of prerequisites for entry to a technical program. The program itself may require 90 credits, but an additional 30 to 45 credits may be required before a student will be admitted to the program. The result can be as much as three years of study.

**RCW 28B.50.020 (5), emphasis added.

In conclusion, many of the arguments over the propriety of occupational programs in "higher education" are settled; senior colleges are both looking to the possibility of offering advanced vocational programs or developing relationships with community colleges in occupational fields. Within the community college system generally, occupational programs are beginning to predominate, reversing previous patterns. This creates some problems, several of which have been discussed here. Many of these devolve into a question of how many occupational (or other) programs are necessary for the college to perform its functions, and this, in turn, reasserts the question of comprehensiveness.

Again, this report's conception of comprehensiveness does not focus on the number of courses listed in the catalog; instead it calls for effort in each of the various functional elements comprising comprehensiveness. Beyond this, it is less concerned with individual institutional comprehensiveness than the presence of this factor in each district (calling for inclusion of programs in other institutions, particularly vocational-technical institutes, in the local inventory of programs available to residents).

The community college role and mission in the provision of occupational programs is clear. The question centers on the range of such programs each college should be expected to offer. The view of this report is that the variety and range of programs must be tied less to a conception of comprehensiveness focusing on institutional program inventories than one tied to district and regional needs, within the limits of fiscal realities.

4. Adult Basic Education

The fourth functional component of the comprehensive community college role is Adult Basic Education. As noted earlier, "adult education" is one of the educational services required to be offered by the Community College Act of 1967. The Act defines adult education as follows:

> "Adult education" shall mean all education or instruction, including academic, vocational education, or training, and "occupational education" provided by public educational institutions, including common school districts for persons eighteen years of age and over who hold a high school diploma or certificate." Provided, That "adult education" shall not include academic education or instruction for persons twenty-one years of age who do not hold a high school degree or diploma and who are attending a public high school for the sole purpose of obtaining a high school diploma or certificate: Provided, further, That "adult education" shall not include education or instruction provided by any four year public institution of higher education: And Provided further, That adult education shall not include education or instruction provided by a vocational-technical institute." (RCW 28B.50.040)

While it is not specifically stated in the RCW, it is evident in several additional statutes relating to adult education that the State Legislature in creating the community colleges intended that this be an area of authority delegated to the State Board.

In the powers and duties of the State Board, the statutes require:

> (The Board to)...prepare a single budget for the support of the state system of community colleges and adult education.... (RCW 28B.50.090 (1)) (emphasis added)

In addition, the statutes authorize it to permit adult education programs in the common schools under certain conditions, as follows*:

> The state board for community college education and the state board of education are hereby authorized to permit, on an ad hoc basis, the common school districts to conduct...a program in adult education when such program will not conflict with existing programs of the same nature and in the same geographical area conducted by the community college districts: Provided, That federal programs for adult education which are funded directly to the state board of education shall be administered by the superintendent of public instruction in cooperation with the director of the state board for community college education (RCW 28B.50.250).

The description of adult education cited at the beginning of this section can be refined. As stated, it is broad enough to cover virtually everything done by community colleges (with the exception of education for high school students enrolled in community college programs). It is synonomous both with the day (academic and occupational) programs and the (adult) continuing education program. Since continuing education is considered an expansion of day programs, with the added component of community service programs, it is not treated separately in this report. Instead, the focus of this section is on Adult Basic Education, those programs aimed at the development of eighth grade competencies among adults and high school completion.

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*Somewhat related to this authorization is additional authorization for local school boards and community college boards of trustees to enter into agreements for the common use of facilities, as follows:

> The district boards of trustees (community college) and the common school boards are hereby authorized to enter into agreements for the use by either of the other's services, facilities or equipment and for the presentation of courses of either for students of the other where such agreements are deemed to be in the best interests of the education of the students involved (RCW 28B.50.530).

System rules and regulations concerning adult education also relate in part to these components*:

> One of the purposes of adult education in the State of Washington is to raise the educational level of adults in the state consistent with their ability to learn, and to provide adults disadvantaged through lack of a high school diploma with the opportunity to complete their high school education. Beyond that, adult education programs are provided as a means of enabling all adults to pursue their individual educational goals.
>
> In 1969 the Community College Act of 1967 was amended to vest the primary authority and responsibility for conduct of adult education programs in the community college system of the state. This act also identified the exceptions which call for cooperation between the State Board for Community College, Education, the State Director, the State Board of Education, and the Superintendent of Public Instruction.

One further comment should be made here: Adult Basic Education programs are federally-funded, with the funds funneled to the community colleges through an office in the SPI; community colleges may issue high school diplomas or certificates subject to the rules and regulations of the SPI and the SBE.

The major reference to Adult Basic Education in the Six-Year Plan is a measurable objective under Goal III.

Not all community colleges list Certificate of Educational Competence programs in their catalogs, although all provide high school completion. Tacoma Community College identifies a high school completion program as an offering but does not refer to a competency program. Big Bend and Shoreline Community Colleges are two further examples.

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* Standard Policies and Procedures Manuel, SBCCE, sec. 4.40.00 et. seq.

About one in every fifteen community college students is enrolled in Adult Basic Education. In the fall, 1973 term, approximately 8,800 students so perceived themselves (student intent). These enrollments comprised approximately six percent of the total for the system. The proportions of students so enrolled varied from district to district, with Fort Steilacoom (servicing both Ft. Lewis and McChord Air Force Base) accounting for 34 percent of the total (Table 15).

Many of the community colleges offer one or the other, or both, types of programs off-campus (competence and completion), frequently in high schools within their districts. In total, nearly 470 courses are offered off-campus*: Adult Basic Education accounts for 66 of these; community service courses total 30; and the remainder are academic transfer or general studies programs and occupational programs. These courses, in turn, encompass 127 sections in Adult Basic, 35 sections in community service and 672 sections in the remainder. Daytime and evening Adult Basic courses offered on-campus total 380, involving, in turn, 610 sections.

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*Fall, 1973; SBCCE MIS-2.

Table 15

Adult Basic Education and High School Completion in the Community Colleges of Washington fall, 1973 (Student Intent)

DISTRICT AND COLLEGE	ADULT BASIC EDUCATION	H.S. DIPLOMA/GED CERTIFICATE
Peninsula	29	54
Grays Harbor	16	63
Olympic	29	239
Skagit Valley	21	286
District Total	172	308
Everett	171	129
Edmonds	1	179
District Total	516	443
Seattle Central	302	225
Seattle North	74	113
Seattle South	140	105
Shoreline	0	125
Bellevue	5	98
Highline	2	112
Green River	1	171
Fort Steilacoom	100	2,251
District Total	51	240
Centralia	34	177
OVTI	17	63
Lower Columbia	33	70
Clark	88	367
Wenatchee Valley	108	52
Yakima Valley	272	43
District Total	135	450
Spokane	0	0
Spokane Falls	135	450
Big Bend	0	0
Columbia Basin	26	127
Walla Walla	61	119
Whatcom	99	76
Tacoma	0	340
SYSTEM TOTALS	1,764 (1.32%)	6,634 (4.51%)

Source: SBCCE MIS-1 Summary Enrollment Report, Final Fall Quarter, 1973

The State Board's Management Information System does not identify the type and number of off-campus facilities through which community colleges offer Adult Basic Education programs; however, all but four community colleges refer to off-campus facilities in their catalogs, and seven specifically mention the provision of educational offerings in district high schools.

An important question relating to Adult Basic Education as a function of the community colleges is that of geographic distribution. Through coordinative efforts, the community college districts and the public schools strive to provide adult basic education in isolated areas. Such efforts should be encouraged; an ultimate goal should be the capacity to provide such programs in every school district.

During the 1972-73 academic year, slightly more than 2,800 high school diplomas and 3,584 certificates were granted through this program. The statutes and the rules and regulations governing the program permit students to obtain their diplomas from high schools upon completion of the program. During that year slightly more than 1,300 chose to do so. A listing of the activities of each district is contained on the following table (Table 16).

All of these data substantiate the important role in the provision of Adult Basic Education performed by the community colleges. As noted earlier, these programs are substantially funded with federal moneys, and the funding is administered by the Superintendent of Public Instruction, cooperatively with

Table 16

HIGH SCHOOL DIPLOMAS AND GED CERTIFICATES GRANTED
WASHINGTON COMMUNITY COLLEGES
ACADEMIC YEAR 1972-73

DISTRICT AND COLLEGE		HIGH SCHOOL DIPLOMAS GRANTED		GENERAL EDUCATION DEVELOPMENT CERTIFICATES GRANTED**
		BY COLLEGE	BY LOCAL HIGH SCHOOL*	
1	PENINSULA	0	0	53
2	GRAYS HARBOR	22	30	86
3	OLYMPIC	225	95	128
4	SKAGIT VALLEY	96	40	213
5	DISTRICT TOTAL	106	180	446
	EVERETT	45	150	300
	EDMONDS	61	30	146
6	DISTRICT TOTAL	74	142	546
	SEATTLE CENTRAL	46	0	342
	SEATTLE NORTH	23	132	204
	SEATTLE SOUTH	5	10	0
7	SHORELINE	131	36	0
8	BELLEVUE	43	36	161
9	HIGHLINE	162	15	126
10	GREEN RIVER	41	146	141
11	FORT STEILACOOM	224	50	23
12	DISTRICT TOTAL	7	31	254
	CENTRALIA	7	25	93
	OVTI	0	6	161
13	LOWER COLUMBIA	48	16	83
14	CLARK	43	185	271
15	WENATCHEE VALLEY	19	23	76
16	YAKIMA VALLEY	3	119	76
17	DISTRICT TOTAL	57	129	435
	SPOKANE	0	0	0
	SPOKANE FALLS	57	129	435
18	BIG BEND	0	6	145
19	COLUMBIA BASIN	12	6	123
20	WALLA WALLA	3	2	154
21	WHATCOM	25	25	44
22	TACOMA	150	25	0
	SYSTEM TOTALS	1,491	1,337	3,584

* Estimates of the number of diplomas granted by local high schools based on credits earned at community colleges

** The G.E.D. Certificate is generally recognized by employers, the military, and schools as equivalent to a high school diploma

Source: SBCCE Survey, July, 1973

the State Board for Community College Education (RCW 28B.50.250). In view of the predominant role of the community colleges in adult education, it might simplify management if funding responsibility were transferred directly to the State Board, the agency responsible for the provision of such educational programs. Beyond this recommendation, however, the provision of Adult Basic Education represents an area of clear effectiveness in the community college program array.

5. Community Service

The fifth dimension of comprehensiveness concerns community services. This functional component more than any other attempts to meet the educational interests of members of the general public. It is one activity clearly intended to provide a reciprocal benefit to the taxpayers supporting the system, those taxpayers who, for one reason or another, choose not to enroll in courses and programs for credit. The Community College Act of 1967 amplifies somewhat the nature of the community services to be provided:

> Each community college district shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; and *community services of an educational, cultural and recreational nature*; and adult education. (RCW 28B.50.090; emphasis added)

According to a definition of "community service" prepared for discussion purposes by the State Board staff, the term encompasses "those courses and activities conducted for members of the community to provide recreation, information, or instruction in cultural or avocational areas not directly related to vocational goals or the fullfillment of requirements for a degree, certificate or diploma. Community service courses do not result in credits earned."*

Community services, by their nature, involve two basic types of activities: (1) organized courses and activities, and (2) activities, such as lectures, concerts, etc. not provided within a course structure. This distinction is apparent in the classification system employed by the State Board:

> "Community Service Avocational--Organized courses or activities which may carry no credit and were established for the purpose of meeting community avocational needs and are typically not applicable to degrees, diplomas, or certificates. Cultural, recreational and personal skill courses not meeting the intent (of definitions concerning Academic transfer, Adult Basic, and Occupational Programs) are in this category.
>
> "Community Service--Other Activities--Activities in the Community Service area not specifically classified (as the preceding). Lectures, visiting musical programs and community utilization of campus facilities are examples. Activities identified in this category must not be used to generate student credit hours...."
>
> (SBCCE Classification Code, emphasis thus)

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*SBCCE, Price, Frank, "Community Service" memorandum to Campus and District Presidents, September 18, 1974.

The statutory statement of comprehensiveness requires the provision of community services (not necessarily community service courses) of an educational, cultural, and recreational nature "with equal emphasis" (not necessarily equal amounts) to that accorded the other three categories. Following the passage of this Act, and until the regular legislative session of 1971, the funding for community services was comparable to that for academic offerings in the community colleges. In 1971, however, priorities were established for funding, and the state funding of the community services portion of the college offering was eliminated. This was accomplished through a proviso in the 1971-73 Appropriations Act directing (for purposes of appropriations) that "all programs defined by the State Board as 'community service' either be discontinued, or continued on the basis that fees be charged for these courses at a level commensurate with the direct instructional costs plus all supporting costs." The intent of this proviso was to exclude FTE student units generated in community service programs from consideration in the largely FTE-driven formula for general fund appropriations*.

One effect of the proviso was a drastic reduction in the reported number of community service courses offered throughout the system, as indicated on Table 17.

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*The Governor vetoed a phrase which would have similarly excluded academic general studies.

TABLE 17

COMMUNITY SERVICE COURSE SECTIONS

Fall Quarter	Number of Course Sections
1970	824
1971	366
1972	301
1973	234

A more detailed description of course section offerings by campus is contained in Table 18. This display contrasts the number of community service course sections to the total of all course sections offered in each district for the fall quarters of the year preceding and the year following the "self-support" budget proviso.

During the three-year period encompassing the years immediately preceding and immediately succeeding the enactment of the proviso, community service course sections dropped from 823 to 301; stated differently, they declined from 6.50 to 1.86 percent of the total. In all, the reductions were the result of three separate but related causes: the first was the funding proviso: it has been estimated that about one-third of the reductions were directly attributable to its requirements; the second was the advent of a new definition of "vocational education" which included, among other things, the authority to apply federal vocational funds to a group of courses generally described as "home and family life education courses;" the third was a housekeeping effort to reclassify courses which previously may have been misclassified.

Whatever else, it is clear that the removal of funding inspired a review of course classifications, and regardless of one's opinion of community service programming, it is apparent that much of the reclassification that occurred was both justifiable and overdue.

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TABLE 18

NUMBER OF COURSE SECTIONS BY DISTRICT AND COLLEGE
COMMUNITY SERVICE AS A PROPORTION OF ALL COURSE SECTIONS
WASHINGTON COMMUNITY COLLEGES
FALL 1970 AND FALL 1972

	DISTRICT & COLLEGE	FALL 1970 NUMBER OF SECTIONS ALL TYPES	FALL 1970 NUMBER OF SECTIONS COMMUNITY SERVICE	FALL 1970 C.S. AS % OF TOTAL	FALL 1972 NUMBER OF SECTIONS ALL TYPES	FALL 1972 NUMBER OF SECTIONS COMMUNITY SERVICE	FALL 1972 C.S. AS % OF TOTAL
1	PENINSULA	229	4	1.75%	316	1	.32%
2	GRAYS HARBOR	377	63	16.71	419	0	0.00
3	OLYMPIC	688	13	1.89	981	23	2.34
4	SKAGIT VALLEY	481	54	11.23	636	5	.79
5	DISTRICT TOTAL	900	26	2.89	1,267	18	1.42
	EVERETT	625	17	2.72	856	4	.47
	EDMONDS	275	9	3.27	411	14	3.41
6	DISTRICT TOTAL	1,465	18	1.23	1,874	47	2.51
	SEATTLE CENTRAL	903	4	.44	1,083	18	1.66
	SEATTLE NORTH	406	10	2.46	491	22	4.48
	SEATTLE SOUTH	156	4	2.56	300	7	2.33
7	SHORELINE	728	54	7.42	885	32	3.62
8	BELLEVUE	622	92	14.79	662	52	7.85
9	HIGHLINE	778	71	9.13	945	19	2.01
10	GREEN RIVER	659	54	8.19	810	15	1.85
11	FORT STEILACOOM	368	46	12.50	557	26	4.67
12	DISTRICT TOTAL	428	20	4.67	769	14	1.82
	CENTRALIA	428	20	4.67	558	10	1.79
	OVTI	0	0	0.00	211	4	1.90
13	LOWER COLUMBIA	459	26	5.66	517	5	.97
14	CLARK	685	61	8.91	786	9	1.15
15	WENATCHEE VALLEY	355	9	2.54	442	2	.45
16	YAKIMA VALLEY	556	3	.54	716	21	2.93
17	DISTRICT TOTAL	1,160	84	7.24	1,448	1	.07
	SPOKANE	344	0	0.00	594	0	0.00
	SPOKANE FALLS	639	46	7.20	854	1	.12
	SPOKANE EXTENSION	177	28	15.82	0	0	0.00
18	BIG BEND	200	1	.50	341	0	0.00
19	COLUMBIA BASIN	596	31	5.20	635	4	.63
20	WALLA WALLA	347	39	11.24	496	1	.20
21	WHATCOM	21	8	38.10	115	0	0.00
22	TACOMA	555	56	10.09	584	6	1.03
	SYSTEM TOTALS	12,657	823	6.50%	16,201	301	1.86%

Although the proviso expired at the end of the 71-73 biennium, and no similar provision was attached to the appropriation act for the current biennium, the State Board for Community College Education is observing the principle that any courses that cannot be legitimately classified as either academic (including developmental courses) or occupational (including home and family life courses) must be offered on a self-supporting basis.

The current operating policy of the State Board is consistent with the last expressed intent of the legislature, but in the absence of further clarification of that intent it may operate to frustrate the development of an important facet of the community college role.

The State Board is requesting a re-examination of the issue of community service funding with a further request that it be re-established at a program level equal in importance to the academic and vocational areas, and at a funding level equal to that of other courses. It is the view of this report that the matter should be re-examined with an eye to some degree of funding, but that equality of funding, particularly in view of other current and pressing needs in the state, swings the pendulum too far in the other direction.

There is no clear reason why community services could not be funded at a lower percentage than other programs. (One might also note at this time that the non-course nature of many community service programs engages the larger question of the appropriateness of funding non-traditional activities through traditional formulae.) Another approach, perhaps more reflective of the lack of congruence between traditional funding formulae and the often non-structured nature of community service endeavors, would be an allocation to each district in a lump-sum manner, on the basis of a specified number of dollars per FTE student in the district (the sum of $5.00 per FTE has been suggested), or a stipulation that a percentage of the total district budget be earmarked for community services. Either of these two would provide districts with flexibility in determining how the funds should be spent in response to the particular needs of the communities served (in some districts support for lectures, seminars, meetings, etc. might be more appropriate than the funding of courses).

The problem of which, if any, community service courses to support with public funding is not unique to Washington. Oregon, in dealing with the issue, has attempted a more specific identification of self-supporting courses. The result of these efforts, however, is similar to the situation evolving in Washington. In Oregon, as in this state, avocational or recreation courses may be provided, but they must be on a self-sustaining basis. An avocational (hobby) course is defined as:

> ...any directed activity engaged in by individuals avocationally, resulting in a collection of objects or in the production of works. Non-reimbursable hobby courses are classified into three categories: collecting hobbies, craft hobbies, and proficiency hobbies. Non-reimbursable recreation courses are directed activities in which individuals participate with the

> purpose of engaging in outdoor or indoor physical activity, except those activities which (1) contribute substantially to the physical fitness of a mature individual, or (2) directly relate to the educational aspects and initial skill development of adult lifetime activities*.

Oregon permits the funding of general self-improvement courses. These courses, however, must carry institutional credit which may be applicable to meeting requirements for a degree. Included in this category are developmental learning courses, courses which are also funded in this state.

If there are differences in the two approaches, they are slight. On the basis of definitions applicable in both states, it appears that comparable courses are in the non-funded categories. Perhaps the major distinction between the two approaches is that Oregon permits institutional application for funding of courses that might not be funded here.

While there is continuing debate on whether these courses should be supported, there seems to be clear evidence that there is community interest in them. Because of this, any discussion of community services must encompass consideration of the emerging efforts directed to the establishment of community schools in Washington. This is recognized by the common school districts, and this recognition is reflected in a statement to the effect that in addressing the community service aspect of the community colleges, the question of articulation and coordination with the community school efforts must be resolved*.

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*Oregon State Board of Education Administrative Rules, p. 7, section 42-075, (based on Oregon Revised Statutes) (no date).

In 1973, the legislature authorized community schools to provide community education programs "in the form of instructional, recreational and/or service programs on a noncredit and nontuition basis, excluding fees for supplies, materials, or instructor costs, for the purpose of stimulating the full educational potential and meeting the needs of the district's residents of all ages and making the fullest use of the district's school facilities."** However, as a proviso, the enactment requires that these rules be developed in cooperation with the SBCCE. The statute further requires that no state funds be used to begin new community school programs or to expand existing programs.

This is essentially the situation with community service programs in the community colleges, but it is likely that some change in the community education law will be sought, since a strict interpretation would prohibit the use of state funds for building operations for such endeavors.

The present situation is this: the community colleges have the primary responsibility for adult education, the public school system has the facilities for taking adult education services to each community of the state. Although the community college system presently provides educational offerings in many off-campus locations, there remains criticism that the system lacks the capacity to effectively deliver educational services in remote areas of the state. Funding is an obvious part of the problem, but cooperation and coordination of educational programs between the two sectors (community college and K-12) could go a long way toward resolving unmet needs. Conflict between two competing agencies could compound the problem so that nothing is done.

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*SBCCE Memorandum, "The Comprehensive Community College," July 24, p. 13.

**Chapter 138, Laws of 1973.

There are few general guidelines that can apply. As long as community education programs are self-supporting and non-credit in nature, other than the fact that both are trying to do much the same thing, there is no real conflict between the two authorities. Unfortunately, as long as this situation prevails, there is also no real fulfillment of the educational needs that exist throughout the state. If the two systems cooperate so that adult education programs, both state funded credit programs and self-supporting noncredit programs, are offered in community schools, particularly in communities where there are no community colleges, the potential for meeting existing educational needs is magnified considerably.

Cooperation in the provision of community education/community service programs, and adult education programs, need not be limited to the community colleges and common schools. Community organizations are also heavily involved in these activities in most communities. A recent study by the National Center for Educational Statistics revealed that nationwide, 66,770 community-based private non-profit organizations furnished 564 million hours of organized instruction of three hours or more duration to nearly 11 million people during 1971. This effort involved 654,000 people, part- and full-time, of which 510,800 contributed their services are volunteers*. Churches account for more than 75 percent of the organizations involved, and serve about one-third of the participants. They are followed by the YMCA's and YWCA's, and the Red Cross, which together serve about 28 percent of the participants. Social Service organizations and civic groups account for another 30 percent. Most of the issues involved in these organized activities deal with community concerns. Religious issues rank second, and personal and family living topics account for the bulk of the remainder. Less than ten percent of the participants are enrolled in activities involving general education, occupational training, or sports and recreation**.

Of some significance is the finding that contributions and student fees, together, account for only 34 percent of the total costs of these activities. The remaining costs are borne by the general budgets of the participating community organizations*. The aforementioned community education act recognizes the potential role of community organizations by authorizing cooperation with them in the provision of community education services.

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*This information is quoted from a paper prepared by Dr. Richard Harris, Director of Continuing Education at Grays Harbor.

***idem*.

The role of the state in the provision of such community education services is not clear. Both the community college act and the community education statute recognize such services, but both are restricted operationally to what those who participate in them are willing to pay. The view of this report is that some state funding is necessary if the roles of both the community colleges and the community schools (with the emphasis on the "community" portion of their titles) are to be fulfilled.

Finally, the issue of community service funding is complex. There is a natural and understandable tendency during a period when social demands exceed resources to concentrate available funds on programs of highest priority. Because of this, community service courses, avocational and recreation courses, tend to be viewed with scepticism, and funding is directed to those programs which culminate in some form of award, diploma or other; thus, the proviso in the 1971 Appropriations Act and the legislative expression represented therein. At the same time, there is another expression of the legislature that is operative. This is the reference to community services in the Community College Act. When created, these institutions were considered community colleges, and the provision of community educational services was considered a prime component of their institutional role.

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*ibid.

Many who call for funding of community service programs question the distinction between students in diploma programs, whose courses are funded, and other members of the community, who do not enroll in diploma programs, and whose courses must be self-sustaining. For the latter, the issue is aggravated when one compares the relative contributions to tax revenues between students in diploma programs and those who simply want to avail themselves of the college's educational facilities.

Support for community (or public) services in Washington higher education has been traditional. The health facilities of the University of Washington, which accept patients from the general public, receive public funding, as do the educational television operations of that institution. There are other examples extant in the state. These are instances in which the legislature made a clear decision that the activities are in the public interest. Proponents of community service programs argue that the 1967 Community College Act is another instance of such legislative action.

Yet, the question of relative priorities remains. The primus inter pares roles of the community college during a period of fiscal restraint must be the various degree or certificate programs and adult basic education. With insufficient funds to support adequately all four major dimensions of the community college's educational role, something has to give. Presently this is community service. This interpretation is implicit in the proviso deleting state funding when read in its entirety:

> PROVIDED, That it is the intent of the legislature that the traditional open door policy of community colleges be maintained for all students in 1971-73; *however, if it is determined to be impossible to serve all applicants, that equal priority be given* to the following programs (as defined in the rules and regulations of the state board for community college education): occupational preparatory, occupational supplementary, academic transfer, and academic basic education; and *that in order to implement the aforementioned priorities*, that *all programs defined by the state board as "academic general* education" (NOTE: the reference to academic general education was subsequently vetoed) and "community service" either be discontinued, or continued on the basis that fees be charged for these courses at a level commensurate with the direct instructional costs plus all supporting costs(.) (Washington Laws, 1971 1st Ex. Sess., Chapter 275, emphasis added.)

Recognizing the importance of establishing priorities, it is also recognized that any permanent prohibition of support for such programs can only lead to their atrophy, and this is undesirable. Accordingly, this report recommends that some funding be extended to them, although this funding may be only a fraction of the unit expenditures for other community college endeavors (perhaps providing for community service administrators in the colleges). Beyond this, the release of faculty members primarily associated with diploma programs for participation in community service courses and activities without charging the full cost of their time to the community service budget, thereby indirectly offsetting some of the costs, would create a situation wherein some of the community service functions of the college could be maintained.

A more exotic suggestion, based on the view that community services should be closely related to the desire of a community for them, would be granting to the districts some limited local taxing authority to fund such activities. Such an approach places the question directly in the lap of the districts.

Short of these steps to keep this program thrust alive, a total re-examination of the community college statutory service mandate is appropriate.

6. Counseling and Guidance

Underlying each of the major instructional functions of the community college are student services. Student services "include those student related activities which support the educational functions of the institutions by encouraging the growth and development of the students' potential and welfare."* They (Student Services) permeate the operation of the community college, encompassing both the curricular and the extra-curricular areas. In this report discussion of these services is limited to guidance, career counseling, and program advising, essentially the counseling and guidance services.** Optimally, responsibility for these activities is shared by all professional personnel of the college, and they extend over the duration of the students' experience with the college.

These statements can be fairly directed at the four-year institutions as well as the community colleges. However, the diversity of students and the range of career alternatives in the community college argue strongly for a difference of degree in commitment, essentially in response to the need for a broader array of specialized activities. Students entering community colleges reflect diversity in age, ability, achievement, motivation, and psychological orientation. Many are first generation college students having greater deficiencies in educational preparation and a lower frequency of educational success than their four-year counterparts. These factors are believed to contribute to a greater and a more intense fear of failure*. In addition, a high proportion of community college students are still defining their goals, and re-examining their self-identities while training for occupations and careers. For many, these conditions contribute to their choice of a community college rather than a senior institution for their initial college experience. Therefore, a developed guidance and counseling system, oriented toward the individual, is a vital part of the role of the community college.

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*State of Washington Budget, 1973-75 Biennium, p. 428.

**It should be recognized that student services also encompass such activities as: financial aid, admissions, records keeping, health services, and the provision of cultural, recreational, social and informational educational experiences to students.

When this is coupled with the absence, or at least a subordination of the contending traditional higher education roles (research, publication, etc.) additional points arise for a difference of kind, at least from the four-year institutions, in commitment to guidance and counseling in the two types of institutions. More than any other type of public institution of higher learning, the community colleges are "teaching colleges." While research is one dimension of the goals expressed in the Six-Year Plan, this is research of an applied nature directly relevant to improving teaching effectiveness, particularly effectiveness in communicating knowledge to the varied students enrolled in these institutions. This role, as teaching colleges, necessitates a strong and flexible student services program to complement the formal learning environment.

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*Pat Cross, Beyond the Open Door, Jossey-Bass, San Francisco, 1971.

In specific terms, the community college is compelled to provide the following:

- --Information concerning orientation to the college and its offerings--admissions and pre-admissions.
- --Opportunities for counseling and guidance including academic advising, group counseling, personal counseling, career exploration and other developmental processes.
- --Information about careers and jobs and the opportunity for job placement both part-time and full-time*.

Counseling and guidance have been functions that tend to receive a relatively low priority internally in budget allocation decisions. Accordingly, they lack institutional visibility. However, this circumstance may be changing for the state system. The State Board has requested increased operating funds and full-time-equivalent staff years for student services, as is apparent in the Governor's biennial budget:

OPERATING BUDGET--CHANGE FROM PRECEDING BIENNIUM

	1971-73		1973-75		1975-77	
STUDENT SERVICES	Actual	% Change	Estimated	% Change	Proposed	% Change
Operating Budget:	$2,774,384	22.7	65,837,023	39.0	$12,565,412	60.4
FTE Staff Years:	1,268.1	33.8	1,606.3	26.4	2,374.3	46.4

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*Additionally the open door concept of the community college implies that student services encompass:

- --easy access to the various programs through an efficient admissions and registration process
- --accurate and secure records keeping
- --access to financial aid
- --access to health counseling and medical referral
- --opportunities for self-exploration and involvement in governance, and recreational activities.

Counseling and Career Guidance activities are estimated to amount to 28 percent - 30 percent of the proposed student services operating budget.

In addition, some counseling and guidance functions are funded in a specialized manner by outside sources. The full array of such activities is not evident in state data. As one example, Wenatchee Valley Community College received $130,000 in a Title III Grant for 1975 from the federal government for a guidance and counseling program aimed at encouraging participation and retaining native Americans in postsecondary educational programs. This project involves both on- and off-campus activities with a full-time staff person assigned off-campus counseling responsibilities in Omak, near the Colville Indian Reservation.

Beyond this, the nomenclature used at the local level to identify professional personnel responsible for guidance and counseling functions often differs among institutions (i.e., Coordinator of Guidance, Counseling- and Associate Dean of Counseling Service). These differences are attributable to the administrative prerogatives of the various colleges. Such variations do not imply differences in effort among the institutions, but they render accurate measurement of allocation of effort based upon aggregate state data difficult. (Regardless of title, throughout the system, the professional personnel in this area are consistently responsible to the Dean of Students.)

Table 19 shows the numbers and proportions of full-time-equivalent professional personnel assigned to student service in the community colleges. These services include:

> "Those activities that are generally associated with the following offices: Registration and student records, Counseling and Guidance, Financial Aids, Placement, Recruitment, Intramural Athletics, Director of Student Services, Student Health Center."

The size and proportion of the personnel commitment to student services will vary with the size and type of campus. The proportion of FTE personnel assigned to student services range from a high of 11.2 percent at Seattle Central Community College (notably, this campus has a highly diverse student population in terms of age, race, and financial ability, necessitating a strong student services effort; indirectly reflective of this, Seattle Central also has the highest proportion of students on financial aid of any of the community colleges) to 3.8 percent at Spokane Community College (a former vocational-technical institute with, perhaps, a more homogenous population). While some of the expected economies of scale can be found, the relationships vary in accordance with such things as the academic/occupational mix of the campus and, to some extent, the rural/urban character of the school.

A minimum base for staffing developed by SBCCE in the student services area is currently under discussion in the system. It suggests the following, assuming an annual FTE student enrollment of 1,000:

Dean of Student Services	1
Registrar/Admissions Officer	1
Student Programs/Activities Director	1
Counselors	3
Financial Aid Officers	1
Placement Staff	1/2
Health Nurse	1/2
TOTAL	8

(Requisite clerical support staff is not itemized)

Table 19

STUDENT SERVICES EFFORT
WASHINGTON COMMUNITY COLLEGES
FALL QUARTER, 1973

DISTRICT AND COLLEGE	FTE EMPLOYEE BY REGULAR ASSIGNMENT AREA: ADMIN.	STUDENT SERVICES	(%)	LIBRARY	SUPERVISION	DIRECT	R&D	DATA PROC.	TOTAL	PERSONNEL HEADCOUNT	STUDENT HEADCOUNT	HDCT STUD S.S. FTE	STUD FTE	FTE STUD S.S. FTE
1 PENINSULA	2.87	4.06	6.18	2.25	2.60	53.91	.00	.00	65.69	125	2233	550	1043	257
2 GRAYS HARBOR	3.00	5.09	6.54	1.80	7.00	60.92	.00	.00	77.81	160	3311	650	1424	280
3 OLYMPIC	3.00	12.08	5.78	5.00	17.99	170.88	.00	.00	208.95	367	6753	559	3433	284
4 SKAGIT VALLEY	3.80	8.36	5.86	5.20	7.76	117.04	.50	.00	142.66	214	4793	573	2243	268
5 DISTRICT TOTAL	12.14	22.52	--	7.49	18.04	277.92	5.00	1.00	344.11	538	--	--	--	--
DISTRICT OFFICE	7.00	.00	--	.00	.00	.00	.00	1.00	8.00	8	--	--	--	--
EVERETT	3.89	12.27	5.50	4.49	9.64	189.49	3.11	.00	222.89	307	6776	552	4033	329
EDMONDS	1.25	10.25	9.05	3.00	8.40	88.43	1.89	.00	113.22	223	3609	352	1836	279
6 DISTRICT TOTAL	17.72	47.92	--	13.51	48.96	432.16	8.76	1.00	570.03	903	--	--	--	--
DISTRICT OFFICE	8.18	.00	--	1.00	1.00	.00	3.76	1.00	14.94	15	--	--	--	--
SEATTLE CENTRAL	5.00	32.13	11.22	6.51	25.68	229.63	3.00	.00	303.95	431	8198	240	5554	163
SEATTLE NORTH	3.34	9.37	5.99	4.00	12.68	127.02	.00	.00	156.41	268	547;	583	3297	352
SEATTLE SOUTH	1.20	4.42	4.66	2.00	9.60	75.51	2.00	.00	94.73	189	4053	917	1645	372
7 SHORELINE	7.00	13.61	5.93	6.00	11.81	189.99	1.00	.00	229.41	325	7332	539	4678	344
8 BELLEVUE	7.43	18.91	9.09	5.26	14.85	159.53	.83	.00	207.81	342	7073	374	3682	195
9 HIGHLINE	5.30	16.52	7.42	3.38	8.00	184.36	3.82	1.00	222.58	378	8769	531	4361	264
10 GREEN RIVER	3.00	7.45	4.01	4.00	10.15	160.79	.00	.00	185.39	278	5849	785	3720	499
11 FORT STEILACOOM	5.00	10.51	5.78	3.70	14.14	145.67	2.65	.00	181.67	288	7585	722	4501	428
12 DISTRICT TOTAL	7.50	11.00	--	2.07	6.14	130.79	.34	1.00	158.84	305	--	--	--	--
DISTRICT OFFICE	4.00	.00	--	.00	.00	.00	.00	.00	4.00	4	--	--	--	--
CENTRALIA	.50	7.00	6.94	2.07	5.14	84.76	.34	1.00	100.81	182	3872	553	1772	253
OVTI	3.00	4.00	7.40	.00	1.00	46.03	.00	.00	54.03	119	2313	578	996	249
13 LOWER COLUMBIA	3.00	8.37	8.75	2.54	4.81	75.93	1.00	.00	95.65	147	3036	363	1807	216
14 CLARK	6.38	13.83	7.87	3.16	9.92	140.66	1.75	.00	175.70	283	6267	453	3035	219
15 WENATCHEE VALLEY	4.93	11.31	10.66	2.29	6.19	80.97	.35	.00	106.04	142	2192	194	1611	142
16 YAKIMA VALLEY	3.00	14.34	7.63	3.67	19.00	147.44	.44	.00	187.89	256	4520	315	2827	197
17 DISTRICT TOTAL	10.00	16.71	--	5.00	16.88	363.25	.00	1.00	412.84	696	--	--	--	--
DISTRICT OFFICE	8.00	.00	--	.00	1.00	.00	.00	1.00	10.00	10	--	--	--	--
SPOKANE	1.00	7.61	3.82	1.50	7.25	181.35	.00	.00	198.71	323	7227	950	4764	626
SPOKANE FALLS	1.00	9.10	4.45	3.50	8.63	181.90	.00	.00	204.13	363	8434	927	4526	497
18 BIG BEND	2.00	5.85	7.56	1.00	2.43	66.10	.00	.00	77.38	102	1613	276	1126	192
19 COLUMBIA BASIN	2.00	9.10	5.78	3.00	9.16	134.16	.00	.00	157.42	234	5267	579	2656	292
20 WALLA WALLA	2.00	4.90	4.36	3.00	5.68	95.80	.00	1.00	112.38	190	3454	705	2016	411
21 WHATCOM	5.00	2.46	5.57	1.00	5.28	30.37	.00	.00	44.11	100	2078	845	525	213
22 TACOMA	5.00	10.35	6.42	5.30	6.87	130.75	2.85	.00	161.12	255	5585	540	3679	355
SYSTEM TOTAL	121.07	275.25		89.62	253.66	3349.39	29.29	6.00	4125.48	6628	137663	500	76791	279
	(2.93%)	(6.67%)		(2.17%)	(6.15%)	(81.19%)	(.71%)	(.15%)						

SOURCE: SBCCE MIS-6 PROFESSIONAL PERSONNEL REPORT, FINAL FALL QUARTER, 1973.

A formula* developed by the Washington State Student Services Commission (primarily consisting of Deans of Students and Student Services Personnel in the community colleges) recommends the full-time staff (per 1,000 increase in annualized headcount) be increased by 1/2 at the management level, 3 at the professional and paraprofessional levels, with commensurate increases at the paraprofessional level recognizing economies of scales, at the secretarial-clerical levels.

Accountings of personnel specifically assigned to the counseling and guidance functions fail to recognize the joint responsibility shared by the professional staff (counselors, testing specialists, faculty, etc.) for career planning, vocational advising and academic program planning. This longitudinal guidance and counseling function is an essential complement to the instructional function of the community college. As the individual student progresses, refining his educational and career objectives, his counseling and guidance requirements may also change. His requirements may include, at first, guidance counseling and testing, then academic or vocational program planning, and possibly job placement information, depending upon the point at which he decides to enter the labor market.

This report is supportive of counseling and guidance efforts in the area of career planning. This includes both formal class offerings and individualized counseling efforts in the community colleges. Support is repeated in the four-year institution roles and missions document which carries the following recommendation:

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*It should be noted that the Washington State Student Services Commission has taken no formal review action on the SBCCE suggested base staffing requirements.

> "Career analysis courses examining career opportunities for college graduates should be provided for lower-division and entering students."

Important to this function are the responsibilities of the teaching faculty in guidance and counseling. It is only through the interaction of both student personnel staff and teaching faculty that the total resources of the college can be committed toward meeting the needs of students...."thereby accomplishing the objectives faced by the comprehensive student-oriented community college."*

Given the need for faculty involvement in career advising there is a need to discuss the use of part-time personnel in the community colleges. Part-time faculty are not generally compensated for advising students. They are not generally assigned advisees, required to maintain office hours, or assigned office space. A heavy dependence on part-time personnel might be expected to dilute the effectiveness of shared counseling and guidance staff-faculty responsibilities. There are factors which should determine the use of part-time personnel (instructional mix, evening and off-campus offerings) others which must affect it (e.g., availability of qualified part-time personnel), and still others which should not dictate it (e.g., budget limitations). The position of this report is that the use of such faculty should be evaluated from the perspective of whether it has an undesirable long-range impact on the instructional goals and objectives of the institutions.

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*O'Bannion, Terry and Thurston, Alice, editors, Student Development Programs In The Community Junior College.

The previous discussion attempts to describe and encapsulate the nature of counseling and guidance services and their functional relationship to the role of the community colleges. On the basis of this review, it is suggested that the community colleges reassess their student services from the viewpoint of the array of students they must concern. Particular attention should be directed toward those students who are identified in the evening and continuing education categories. Improved counseling and guidance services for these students could be provided by the staffing of counseling and guidance offices for a set time in the evening.

There exists no simple method for developing systemwide standards for guidance and counseling: to a large degree the response must be in balance with local conditions. As a general rule, greater awareness of the importance of these functions to the ideals reflected in the open door philosophy of the community colleges is needed.

E. The Community College Districts

Until now, this report has emphasized elements that span the system. As a general rule, references to individual institutions or districts either have been for purposes of illustration or for the identification of particular conditions or issues. An examination of the individual districts with some description of the objective conditions that relate to them will suggest both their common and individual characteristics and the nature of the demographics in which they operate.

Before proceding to these descriptions, however, a point should be made: this centers on the names of the individual community colleges in the system. As shown on Table 20, of the 27 campuses comprising the system, only 16 utilize the designation "community college." The 10 campuses retaining the designation "college" were established before the Community College Act of 1967. The designation of OVTI as a vocational-technical institute, while confusing, is both a carry-over and a reflection of its currently-defined role as an occupational program-oriented campus.

The descriptive elements of the term "community college" have been stressed in this report. The term has come to connote an open door, largely local institution offering programs spanning areas beyond those classified as academic. Community colleges are a species of higher educational institution different from junior colleges, different from vocational-technical institutes in this state and in others, and different from baccalaureate-granting colleges and universities. In short, the term "community college," encompasses the role and mission of these institutions. Not to apply the designation to those select institutions which qualify for it is to at least generate

Table 20

Washington Community Colleges (Designation, Location, and Size)

District Number	Proper Name	Designation	Year Established	City	Counties Served	Campus Size (Acres)	Estimated District Population
1	Peninsula	College	1961	Port Angeles	Clallam, Jefferson	75	46,400
2	Grays Harbor	College	1930	Aberdeen	Grays Harbor, Pacific	124	75,900
3	Olympic	College	1946	Bremerton	Kitsap, Mason	20	125,800
4	Skagit Valley	College	1926	Mount Vernon	Island, San Juan, Skagit	86	85,600
5	Everett	Community College	1941	Everett	Snohomish	34	258,366
5	Edmonds	Community College	1967	Lynnwood	Snohomish	100	
6	Seattle Central	Community College	1966	Seattle	King	10	513,156
6	North Seattle	Community College	1970	Seattle	King	65	
6	South Seattle	Community College	1970	Seattle	King	71	
7	Shoreline	Community College	1964	Seattle	King	83	98,988
8	Bellevue	Community College	1966	Bellevue	King	97	198,242
9	Highline	Community College	1961	Midway	King	80	177,341
10	Green River	Community College	1965	Auburn	King	160	167,207
11	Fort Steilacoom	Community College	1967	Lakewood Center	Pierce	131	272,420
12	Centralia	College	1925	Centralia	Lewis, Thurston	13	130,300
12	Olympia	Vocational-Technical Institute	(1970)	Olympia	Lewis, Thurston	56	
13	Lower Columbia	College	1934	Longview	Cowlitz, Wahkiakum	27	74,100
14	Clark	College	1933	Vancouver	Clark, Skamania, Klickitat	68	154,392
15	Wenatchee Valley	College	1939	Wenatchee	Chelan, Douglas, Okanogan	56	85,300
16	Yakima Valley	College	1928	Yakima	Kittitas, Klickitat, Yakima	25	174,908
17	Spokane	Community College	1963	Spokane	Ferry, Lincoln, Pend Oreille	80	369,643
17	Spokane Falls	Community College	1970	Spokane	Spokane, Stevens, Whitman	118	
18	Big Bend	Community College	1962	Moses Lake	Adams, Grant, Lincoln	268	57,257
19	Columbia Basin	College	1955	Pasco	Benton, Franklin	153	96,000
20	Walla Walla	Community College	1967	Walla Walla	Asotin, Columbia, Garfield, Walla Walla	97	63,000
21	Whatcom	Community College	1970	Bellingham	Whatcom	--	85,200
22	Tacoma	Community College	1965	Tacoma	Pierce	150	178,580

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unnecessary confusion. Beyond this, the assumption of the unqualified appellation "college," as is the case with 10 of these institutions, conjures images both of a disdain for the community college title and a quest for recognition as something different from what they are. For these general reasons, and in the interest of consistency, it is recommended that all of the community colleges in the system assume the title "community college."

With this point stated, a review of the individual districts in in order.

TABLE 21

TOTAL FULL-TIME-EQUIVALENT STUDENT ENROLLMENTS

WASHINGTON COMMUNITY COLLEGES
FALL QUARTERS, 1962-1973

DISTRICT AND COLLEGE	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973
1 PENINSULA	324	374	473	603	611	624	674	779	895	926	933	1,043
2 GRAYS HARBOR	741	769	944	1,133	1,167	1,202	1,233	1,407	1,417	1,350	1,308	1,424
3 OLYMPIC	2,311	2,356	2,936	3,037	2,419	2,220	2,202	2,400	2,729	2,986	3,085	3,433
4 SKAGIT VALLEY	1,039	1,128	1,292	1,511	1,357	1,431	1,468	1,680	1,991	1,997	2,072	2,243
5 DISTRICT TOTAL	2,318	2,562	2,861	3,142	3,247	3,277	3,410	4,405	4,932	5,250	5,340	5,869
EVERETT	2,318	2,562	2,861	3,142	3,247	2,888	2,829	3,278	3,499	3,757	3,767	4,033
EDMONDS	-	-	-	-	-	389	581	1,127	1,433	1,493	1,573	1,836
6 DISTRICT TOTAL	-	-	-	-	3,476	6,352	5,854	6,519	8,310	10,266	9,892	10,496
SEATTLE CENTRAL	-	-	-	-	3,476	6,352	5,854	6,519	8,310	5,740	5,495	5,554
SEATTLE NORTH	-	-	-	-	-	-	-	-	*	3,238	3,075	3,297
SEATTLE SOUTH	-	-	-	-	-	-	-	-	*	1,288	1,322	1,645
7 SHORELINE	-	-	685	1,508	1,267	2,633	3,522	3,401	3,757	4,299	4,844	4,678
8 BELLEVUE	-	-	-	-	635	1,127	1,502	2,300	3,087	3,195	3,507	3,682
9 HIGHLINE	922	1,215	1,838	2,269	2,001	2,880	3,097	3,739	4,402	4,298	4,158	4,361
10 GREEN RIVER	-	-	-	997	1,560	1,981	2,609	3,007	3,334	3,605	3,817	3,720
11 FORT STEILACOOM	-	-	-	-	-	958	932	1,047	1,580	2,129	2,512	4,501
12 DISTRICT TOTAL	915	937	1,146	1,324	1,164	1,229	1,377	1,590	1,838	2,663	2,665	2,768
CENTRALIA	915	937	1,146	1,324	1,164	1,229	1,377	1,590	1,838	1,921	1,694	1,772
OVTI	-	-	-	-	-	-	-	-	-	742	971	996
13 LOWER COLUMBIA	921	941	1,043	1,120	1,122	1,191	1,232	1,296	1,515	1,589	1,478	1,807
14 CLARK	1,764	1,745	1,999	2,293	2,158	2,096	2,261	2,317	2,740	2,845	2,848	3,035
15 WENATCHEE VALLEY	757	844	1,096	1,299	1,257	1,201	1,283	1,248	1,413	1,451	1,419	1,611
16 YAKIMA VALLEY	1,539	1,796	2,196	2,518	2,410	2,574	2,432	2,489	2,730	2,963	3,256	2,827
17 DISTRICT TOTAL	-	239	716	1,357	1,551	3,659	4,763	5,639	7,191	7,592	8,615	9,290
SPOKANE	-	239	716	1,357	1,551	3,659	4,763	5,639	7,191	3,495	4,259	4,764
SPOKANE FALLS	-	-	-	-	-	-	-	-	*	4,026	4,356	4,526
SPOKANE EXTENSION	-	-	-	-	-	-	-	-	*	71	-	-
18 BIG BEND	471	570	789	850	734	927	983	1,021	1,004	1,013	1,135	1,126
19 COLUMBIA BASIN	1,717	1,649	1,676	1,915	1,812	1,796	2,058	2,334	2,707	2,568	2,555	2,656
20 WALLA WALLA	-	-	-	-	-	505	798	959	1,230	1,519	2,080	2,016
21 WHATCOM	-	-	-	-	-	-	-	-	63	148	320	525
22 TACOMA	-	-	-	921	1,504	2,261	2,621	3,144	3,565	3,431	3,284	3,679
SYSTEM TOTALS	15,739	17,124	21,691	27,797	31,453	42,124	46,311	52,721	62,430	68,081	71,125	76,791

Source: SBCCE MIS-1 Student Enrollment Reports

*Seattle North, Seattle South, and Spokane Falls campuses were established in 1970; however, data was incorporated with Seattle Central and Spokane Community College, respectively, for that year. Spokane District Extension reported separately only in 1971.

NOTE: The sum of the detail may not equal the system totals in all instances due to rounding of credit hours.

TABLE 22

STUDENT HEADCOUNT
WASHINGTON COMMUNITY COLLEGES ENROLLMENT
FALL QUARTERS, 1962-1973

DISTRICT AND COLLEGE	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973
1 PENINSULA	632	686	762	865	971	1,139	1,161	1,409	1,641	1,420	1,763	2,233
2 GRAYS HARBOR	1,108	1,150	1,526	1,895	1,900	2,055	2,073	2,886	3,042	2,690	2,837	3,311
3 OLYMPIC	3,554	3,609	4,447	4,558	4,023	4,287	4,603	4,736	5,372	5,444	5,599	6,753
4 SKAGIT VALLEY	1,918	1,821	2,112	2,219	2,195	2,648	2,682	3,240	3,725	3,888	4,351	4,793
5 DISTRICT TOTAL	3,904	4,036	4,160	4,717	4,892	6,360	6,326	7,859	8,878	9,144	10,155	10,385
EVERETT	3,904	4,036	4,160	4,717	4,892	4,929	4,769	5,181	5,731	5,867	6,643	6,776
EDMONDS	-	-	-	-	-	1,431	1,557	2,678	3,147	3,277	3,512	3,609
6 DISTRICT TOTAL	-	-	-	-	9,623	16,093	12,998	13,617	14,317	15,989	16,016	17,722
SEATTLE CENTRAL	-	-	-	-	9,623	16,083	12,998	13,617	8,282	8,031	7,992	8,198
SEATTLE NORTH	-	-	-	-	-	-	-	-	4,326	5,180	5,012	5,471
SEATTLE SOUTH	-	-	-	-	-	-	-	-	1,709	2,778	3,012	4,053
7 SHORELINE	-	865	1,227	2,143	1,608	3,167	4,313	4,289	5,665	6,883	7,718	7,332
8 BELLEVUE	-	-	-	493	889	3,010	3,669	4,677	6,219	6,104	6,871	7,073
9 HIGHLINE	2,085	2,545	3,256	3,640	3,335	4,839	5,317	6,379	7,417	7,370	8,042	8,769
10 GREEN RIVER	-	-	-	1,766	2,755	3,251	4,366	5,076	5,795	5,371	5,818	5,849
11 FORT STEILACOOM	-	-	-	-	-	1,683	1,598	1,774	3,369	4,327	4,408	7,585
12 DISTRICT TOTAL	1,109	1,061	1,360	1,560	1,521	1,738	1,901	2,492	3,099	4,654	5,806	6,185
CENTRALIA	1,109	1,061	1,360	1,560	1,521	1,738	1,901	2,492	3,099	2,974	3,528	3,872
OVTI	-	-	-	-	-	-	-	-	-	1,680	2,278	2,313
13 LOWER COLUMBIA	1,728	1,801	1,896	2,052	1,909	2,179	2,282	2,476	2,704	2,739	2,560	3,036
14 CLARK	3,322	3,036	3,218	3,602	3,464	3,320	3,996	4,012	5,282	5,149	5,777	6,267
15 WENATCHEE VALLEY	1,050	1,336	1,536	1,615	1,587	1,635	1,683	1,610	2,135	2,002	2,038	2,192
16 YAKIMA VALLEY	2,354	2,409	2,855	3,119	2,968	3,346	3,406	3,673	4,705	3,772	4,292	4,520
16 DISTRICT TOTAL	-	293	844	1,531	1,694	6,130	7,532	10,269	11,763	10,116	14,076	15,661
SPOKANE	-	293	844	1,531	1,694	6,130	7,532	10,269	11,763	4,478	6,592	7,227
SPOKANE FALLS	-	-	-	-	-	-	-	-	-	5,447	7,484	8,434
SPOKANE EXTENSION	-	-	-	-	-	-	-	-	-	191*	-	-
18 BIG BEND	808	1,128	1,302	1,418	979	1,257	1,433	1,289	1,100	1,197	1,352	1,613
19 COLUMBIA BASIN	2,871	2,700	2,680	2,832	2,552	2,676	2,895	3,682	4,157	4,288	4,574	5,267
20 WALLA WALLA	-	-	-	-	-	864	1,249	1,448	1,874	2,319	2,880	3,454
21 WHATCOM	-	-	-	-	-	-	-	-	357	691	1,167	2,078
22 TACOMA	-	-	-	1,080	1,746	2,696	3,203	4,808	6,063	5,422	4,759	5,585
SYSTEM TOTALS	26,443	28,476	33,181	41,105	50,611	74,363	78,686	91,701	108,679	110,979	122,859	137,663

Source: SBCCE MIS-1 Student Enrollment Reports

*Spokane District Extension reported separately only in 1971.

District #1--Peninsula College

Peninsula College was established in 1961 and moved in 1964 from the Port Angeles High School campus to its present site--a 75-acre wooded tract on the southeastern edge of the city of Port Angeles, overlooking the Strait of Juan de Fuca. Peninsula College serves, with academic and occupational programs, Clallam and Jefferson Counties. These two counties comprise an essentially rural district of relatively large area (3,558 square miles, fifth largest in the system) and a small population (46,400, smallest of any district in the system), and a combined area of 3,558 square miles. The commuting distance from the southwest extremity of Jefferson County to Port Angeles is more than 100 miles. For this reason, Peninsula College is one of the few community colleges in the system that maintains residence halls for its students.

District #1 is effectively isolated from all other postsecondary educational institutions. The two-county district contains no four-year institution (public or private), no vocational-technical institute, nor any proprietary schools offering programs approved for veterans' benefits. Access to other educational institutions is restricted by the geographic barrier of Puget Sound. This condition of isolation should and apparently does help to degermine the structure and function of Peninsula College. It is not surprising that the largest share of college participants from this district attend the community college. Sixty-eight percent of all college students from Clallam County attend Peninsula College. Fifty-four percent of all college students from Jefferson County attend either Peninsula College (48 percent) or Olympic College in Bremerton (69 percent). In view of the absence of other sources of occupational training in the district, the marked shift in the mix of academic and occupational effort, from 73/27 in 1968-69 to 57/43 in 1972-73, would appear to represent a necessary response to the educational needs of the district.

Consistent with the total population of the district, Peninsula College is one of the smaller institutions in the 22-district community college system, both in terms of headcount (2,233) and in terms of full-time-equivalent students (1,043). The growth in enrollments was pronounced in the late 1960's (33 percent from 1968 to 1970) but less dramatic in the early 1970's (4.2 percent from 1970 to 1972).

The faculty consists of 49 full-time instructors and fewer than a dozen part-time instructors. Notable in the curriculum of the college is the listing of a number of pre-professional programs (Pre-law, Pre-dentistry, Pre-medicine, Pre-pharmacy, Pre-veterinary medicine, Pre-optometry, Pre-engineering) which are in fact packages of basic general courses which parallel the lower-division experience of pre-professional students in the four-year schools. Entirely consistent with the location of the college is the commitment in courses and in faculty to programs in Forestry and Fisheries on the academic side of the ledger and to Diesel Mechanics, Fisheries Technology, and Forest Technology on the occupational side of the ledger. The size of the institution precludes the offering of the more exotic occupational programs. In addition to the three mentioned above, the programs leading to the Associate of Applied Arts degree include such familiar favorites as Auto Mechanics, Business Administration, Secretarial Sciences, Practical Nursing (LPN), Associate Degree Nursing (RN), Engineering Technology, and Mid-Management. In what seems a confusing practice, the college awards the Associate of Applied Arts degree on successful completion of a program of general education.

Peninsula College is a small rural community college offering an array of academic and occupational programs and student services consistent with the circumstances of its location and size and responsive to the needs of the district.

District #2--Grays Harbor College

Established in 1930, Grays Harbor College occupied several different school buildings in the Aberdeen area before settling in its current location in January of 1958--a 124-acre tract on a hill overlooking Aberdeen, Hoquiam, the Chehalis River, and the bay. Grays Harbor College serves Grays Harbor County and Pacific County to the south, comprising a rural district with a combined population of 75,900 and a total area of 2,818 square miles, an area lacking a major focus of population. The population of Pacific County is 58 percent unincorporated; a similar pattern applies to Grays Harbor County outside the Aberdeen-Hoquiam area. In response to this feature of the district, the college has developed an active program of continuing education offerings at sites scattered throughout the district. Over 6,600 adults attended off-campus and evening classes during the 1972-73 school year.

There are no other two- or four-year institutions of postsecondary education in the two-county district, though programs in commercial pilot training and cosmetology are available in Grays Harbor County from proprietary schools approved for veterans' benefits. The advent of The Evergreen State College and Olympia Vocational-Technical Institute only 60 miles from the demographic center of the district could have a moderate long-term effect on enrollments and instructional mix. Seventy-four percent of all college students from Grays Harbor County attend Grays Harbor College. Sixty-six percent of all those involved in college programs from Pacific County enroll at the college. It should be borne in mind that these figures are inflated by the large proportion of part-time students enrolled in extension courses. In view of the paucity of other approved occupational offerings in Grays Harbor County, the shift in the instructional mix of the college from 80/20 (academic/occupational FTE's) in 1968-69 to 66/34 in 1973-74 is understandable.

The high proportion of part-time students is reflected in the fact that in fall, 1973 the headcount enrollment was 3,311 while the FTE enrollment was 1,424. The growth in total enrollment (FTE) was steady throughout the 1960's (about 10 percent per year), but enrollment actually declined (about 7 percent) from 1970 to 1972.

The faculty consists of 56 full-time instructors, some of whom display an interesting versatility in the combinations of professional responsibilities assumed [apparently the invention of necessity] (e.g., English-Counseling, Russian-Counseling, Counseling-Mathematics, Music-Philosophy, Psychology-Football Coach-Physical Education, and Placement Officer-Mathematics-Business Law).

Despite the limitations of size, more severe than the gross figures suggest, the college lists a full range of academic programs and a respectable set of technical-vocational programs. Data Processing Technology, Business Management, Electronic Technology, and Library Science are two-year curricula leading to the award of the Associate in Applied Arts Degree. Secretarial Science and Fish and Game Management Technician are two-year curricula leading to an Associate of Science Degree. Auto Mechanics Technology, Machinist Technology, and Carpentry Technology are two-year curricula leading to the Associate in Applied Arts Degree. Practical Nursing, Clerk Stenographer (36 weeks), and Clerk-General Office (44 weeks) programs are one-year curricula which lead to one of several certificates. Welding is taught as a "tool of the trade." The Associate in Arts Degree, with its distribution requirement of 20 hours in each of the Science, Social Science, and Humanities areas, is accepted as satisfying the specific general education requirements of most of the senior institutions in the state.

Grays Harbor College is one of the older and smaller institutions in the community college system. The college has taken positive action to address the special problems of serving the needs of a dispersed and diverse clientele.

District #3--Olympic College

When established in Bremerton in 1946 the campus of Olympic College "...was not atypical. It consisted of a no longer needed one-time grade school turned junior high school at Eleventh and Chester and no longer needed government dormitories." Today the campus (20 acres at Fifteenth and Chester) is still somewhat atypical in that it has not been removed to a hill overlooking something. However, the college has provided for 212 students a new and attractive coeducational Residence Hall (over-looked by the Olympic Mountains). For a two-county district (Kitsap and Mason) with a population of 125,000 persons encompassing a mere 1,355 square miles, where nearly half of the two-year participants from Mason County opt for OVTI, this facility would seem something of an anomaly. However, as evidenced by the "student cluster" living design and the sole functioning study-release project for offenders in the community college system, Olympic College views and exploits this residential aspect of college life as a vital component of the total educational experience.

Because of its proximity to Puget Sound Naval Shipyard and the Bangor-Keyport facilities, Olympic College maintains a number of special educational services for military personnel and for other installation employees. These include high school completion and developmental courses under the Pre-discharge Educational Program (PREP), Navy Associate Degree Completion (ADCOP), Federal Apprenticeship Program, and Federal AFterhours Programs (courses offered immediately after the close of work at PSNS, Keyport, and at Bangor). In addition, the college has been designated a Servicemen's Opportunity College (SOC). The college evaluates the educational experience of servicemen (regular courses, service schools, national test scores, correspondence courses, training, work experience and other related activities) and honors that credit toward an Associate Degree.

As a mature campus with an impressive population base, Olympic College has no excuse for gaps in the curriculum, and apparently it needs none. Seventy-one percent of all those enrolled in college from Kitsap County attend Olympic College, even though the commuting time and energy to either Seattle or Tacoma are not unreasonable. Perhaps the proximity of occupational programs at L.H. Bates and Clover Park Vocational-Technical Institutes (along with veteran-approved proprietary programs in secretarial science, commercial piloting and cosmetology offered in Kitsap County) helps to explain the instructional mix for a campus of this size and maturity: the 1968-69 academic/occupational mix (FTE's) of 75/25 had evolved by 1973-74 to 61/38, as compared with a systemwide average of 54/46.

Olympic College ranked 11th out of 27 campuses in the community college system in total FTE's for fall quarter of 1973 with 3,433. For the same term the headcount enrollment was 6,753, 19th of the 27 campuses in the state. These figures place Olympic College comfortably in the middle of the range of optimum size specified by the Carnegie Commission*, well above the threshold for supporting a full range of services and under the ceiling where excessive size begins to handicap the operation.

However, growth of the enrollment at Olympic has been far from constant. By 1965, FTE enrollment had reached 3,037. With the opening and growth of new campuses in Seattle and Tacoma this figure dropped to 2,202 in 1968, and recovered to the 1965 level only in 1972. In this regard, it must be noted that the proposed Trident Support Site at Bangor Annex is expected, at the peak of its impact, to increase the population of Kitsap County by as much as 20 percent. This fact, taken with the history of programs for Navy and other federal employees cannot but produce a marked increase in the enrollment of Olympic College.

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*The Open-Door Colleges

The faculty of Olympic College consists of 97 full-time instructors (on-campus), 15 to 20 personnel at the Garrett Heyns Education Center at Washington Correction Center, Shelton, and an undetermined number of instructors at various locations (e.g., Guam, on shipboard, etc.) involved in contractual programs with the Navy.

Four degrees (Associate in Arts, Associate in Science, Associate in General Studies, and Associate in Technical Arts) and two certificates (Certificate of Proficiency and Certificate of Completion) are available there. The programs of study offered include a full range of academic programs and occupational programs in Automotive Technology. Data Processing, Electronics, Engineering Technology, Data Processing, Electronics, Engineering Technology, Law Enforcement, Machine Technology, Medical Assistant, Nursing Practical, Nursing (Associate Degree), Office Occupations, Parent and Early Childhood Education, and Welding Technology. Of special note is the Apprentice School. Several trade areas of apprenticeship training are provided by the college in cooperation with local apprenticeship councils. In addition, Olympic College provides all apprenticeship training for the Puget Sound Naval Shipyard.

Olympic College is a mature institution with none of the restrictions of size experienced by institutions with a lesser population base. Its proximity to the military facilities has generated special programs to respond to that enlarged community. The advent of the Trident Support Site places the campus in a dynamic situation with regard to enrollment projections and general institutional planning. The advent of this site could abruptly increase the enrollment of Olympic by as much as 10 percent. Realignments with adjacent institutions (Peninsula and Centralia-OVTI) as discussed earlier in this report, could be one response to such conditions.

District #4--Skagit Valley College

Skagit Valley College, originally named Mount Vernon Junior College, was organized and opened in 1926 as an adjunct to Mount Vernon High School. Classes were held during the first years on the top floor of the high school building. In 1948, the name was changed to Skagit Valley Junior College, and in 1958, the present name was adopted. In 1959 the college moved to its present site--86 acres on the northeast edge of Mount Vernon. In 1970, through the cooperative efforts of SBC and the Naval Air Sation, the Whidbey Branch of Skagit Valley College was established on the Seaplace Base at Oak Harbor. In 1973 the property which housed the Whidbey Branch was declared surplus by the Navy and transferred to the college as a permanent facility.

Skagit Valley College serves a 3-county district (Skagit, Island, and San Juan) with a combined population of 85,600 and a combined area of 2,126 square miles, a district whose shape reflects the complexities of delivery, with Whidbey Island suspended southward to Everett and the San Juan Islands (in unparalleled straits) isolated even from each other. Sixty-five percent of all those attending college in 1970 from Skagit County enrolled at SVC. Fifty-eight percent of the college enrollment from Island County was attributable to SVC. However, with a total population of 4,000 people distributed over 3 major islands where the largest and only incorporated city (Friday Harbor) has a population of only 889 people, San Juan County poses special and largely unresolved problems of educational delivery. Only 15 percent of the college participants attend SBC--fewer than attend the UW (19 percent) or WWSC (27 percent). The percent of population of San Juan County enrolled in all colleges in the state (participation rate) ranks 36th among the 39 counties. A practicable method of delivering educational service to a population this small, this collectively isolated, and this internally dispersed, has not been found.

Although there are no other institutions of postsecondary education in the 3-county area, the proximity of Bellingham is such that the influence of Western Washington State College and Bellingham Vocational-Technical Institute are appreciable. In addition, veteran-approved proprietary offerings to train Accountants, Secretaries, Commercial Pilots and Cosmetologists are available in Skagit County.

With an FTE enrollment of 2,243 and a headcount enrollment of 4,793, SBC is in the low range of optimum size as specified by the Carnegie Commission*. The instructional mix of academic/occupational FTE's is 56/43 as compared with a systemwide average of 55/44. As an older institution, the growth in SBC enrollment over the past decade has been less dramatic than that of emerging campuses. But even with a 10 percent decline in enrollment from 1965 to 1966 (coincident with the opening of Seattle Community) FTE enrollment doubled between 1962 and 1972.

Because of the inclusion in District #4 of the Whidbey Island Naval Air Station, Skagit Valley College offers a number of special programs for Naval and other federal personnel. Beyond the normal programs available at the Whidbey Branch, high school completion and development courses are offered under the Pre-discharge Educational Program (PREP). SBC has been designated by the American Association of Community and Junior Colleges as a Serviceman's Opportunity College (SOC), whereby the Whidbey Branch attempts to meet the special needs of the servicemen through a liberal admissions policy related to service conditions, granting a maximum credit for service schools and training, and providing classes and special programs for the convenience of base personnel.

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*_The Open-Door Colleges_.

Degrees of Associate in Arts, Associate in Technical Arts, and Community College Diploma (the equivalent of Associate in General Studies) are awarded for successful completion of 93 credits. Certificates of completion are awarded in fields requiring less than 2 years of study. In addition to a full range of academic programs, SVC offers occupational curricula in Associate Degree Nursing, Body and Fender Technology, Civil Engineering Technology, Electronics Technology, Industrial Mechanics, Marine Technology, Mid-Management, Park Ranger Technology, Practical Nursing, Science Technology, Secretarial Science and Clerical, and Welding Technology.

Skagit Valley College, the second-oldest college in the community college system, is making a reasoned response to the educational needs of a geographically convoluted district. The Whidbey Branch is a bargain among educational investments. The location of part-time Extension Coordinators on San Juan, Lopez, and Orcas Islands, while not the ultimate solution to the delivery problem, for the moment is a commitment consistent with other limitations in services residents have come to accept by virtue of their isolation.

District #5--Edmonds Community College and Everett Community College

District #5 is a two-campus district (Everett and Edmonds Community Colleges) serving all of Snohomish County except the Northshore School District (see District #7). Snohomish County is a suburban-rural county with a total population of 265,000, only slightly more than half (53 percent) incorporated. The two campuses are logically located in the two major foci of population in the county, Everett (53,400) and the Lynnwood-Edmonds-Mountlake Terrace complex (60,450) comprising the northern extremity of the Seattle metropolitan area.

Everett Community College is one of the older institutions in the system, in continuous operation since 1941, but able to trace its conception to an abortive 8-year start in 1915. From an inopportune restart, on the eve of Pearl Harbor, Everett Junior College survived the war in the former Lincoln Elementary School to serve returning veterans under the G. I. Bill of Rights. In 1958 the college changed its residence to the current site, 34 acres at the south end of the Everett Municipal Golf Course, and in 1967 the college changed its name to Everett Community College.

Edmonds Community College opened classes in September of 1967 and operated for two years in a rented space at Woodway Senior High School, moving to relocatable structures on the current 100-acre campus in Lynnwood for fall quarter classes in 1969.

The two campuses are coordinated by a district office headed by a District President and are governed by a single district board of trustees, though each campus has its own President and complement of administrators.

Students from Snohomish County have access to all sectors of post-secondary education, including a variety of veteran-approved proprietary school programs. Nonetheless, fully 60 percent of all college participants from Snohomish County attend one of the two community colleges, and another five and one-half percent attend Shoreline Community College, whose district includes part of Snohomish County. The academic/occupational instructional mix has changed from 62/27 (plus 11 percent community service) in 1968-69 to 57/43 in 1973-74 as compared with the systemwide average of 54/46.

Understandably, serving a district of such a large population, District #5 has the third largest enrollment of any district in the system, 5,869 (FTE) and 10,385 (headcount). The growth in headcount enrollments over the past decade is notable for 2 discontinuities: a 31 percent increase from fall, 1966 to fall, 1967, coinciding with the opening of classes at Edmonds Community College, and a 24 percent increase from fall, 1968 to fall, 1969, coinciding with the move to the Lynnwood campus. Beyond these notable increases, the relative youth of the Edmonds campus has sustained a higher than average growth rate in district enrollments to the present.

The Everett faculty consists of nearly 150 full-time instructors whereas the Edmonds campus, with fewer than 40 full-time instructors, is heavily dependent on part-time instructional personnel.

Both campuses offer a full range of academic programs. There is coordination of occupational offerings between the two campuses. Both cover the standard offerings in Business and Office Occupations, with Edmonds providing special programs in Insurance, Sales Representative, and Hotel-Motel Management as well as the complimentary Hotel-Motel Housekeeping and a system-unique Custodial Training program. In the area of Communications both campuses offer programs in Photography while Everett offers Office Duplicating and Technical Illustration Technology as well. Edmonds offers no programs in the general area of Construction while Everett offers eight different specialties. Similarly, district responsibility for Mechanical-Industrial Occupations seems to have been reserved to Everett. Responsibility for paramedical training is shared, with Edmonds offering Dental Assisting, Medical Assistant, and Mental Health Aide while Everett offers Dental Assistant and Nursing (ADN and Practical).

This two-campus district, one mature campus and one developing campus, serves the fourth-most-populous county in the State and accounts for 60 percent of the college participation for a county which ranks 18th out of 39 counties in overall college participation.

District #6--Seattle Central Community College, North Seattle Community College, and South Seattle Community College

District #6 encompasses the largest population and one of the smallest areas of any district in the system. Serviced by one truly-urban campus (SCCC), one suburban campus (NSCC), and one campus with a higher-than-average occupational orientation (SSCC), the district includes the Seattle common school district and Vashon Island.

The central campus (SCCC) opened classes in fall, 1966, in many temporary and geographically dispersed buildings, including the former Edison Technical School. In fall, 1973, classes opened in a new main facilities constructed on a 10 acre parcel adjacent to and including the Edison facility. North Seattle Community College, located in the northern section of Seattle on a 66-acre tract, opened its doors to students for the first time in September, 1970. South Seattle Community College, located on a 62-acre hilltop tract in West Seattle also opened classes in September, 1970, and is currently in a developmental state.

The residents of District #6 also have ready access to public and private four-year institutions (UW, SPC, SU), vocational-technical institutes (Renton VTI, and Lakeshore VTI), and a spectrum of proprietary school offerings. In 1970, 49 percent of the college participants from King County attended community colleges, with 7 campuses and 5 districts serving that county.

Consistent with the total population of the district (513,156) the three-campus enrollment is the largest in the system, both in terms of headcount (17,722) and full-time equivalent students (10,496). Both headcount and FTE enrollments dropped between fall, 1967 and fall, 1968 (19 percent and 8 percent, respectively). However, since the total enrollment for all community colleges serving King County did not decline, this would appear to have been the result of redistribution of enrollments to other campuses in the county.

The faculty of the Central campus consists of 181 full-time professionals and 199 part-time professionals. The faculties of the 2 newer campuses are more heavily part-time. The North campus has 70 full-time and 175 part-time professionals. The South campus has 32 full-time and 141 part-time professionals.

As a result of the origin of the Central campus (from Edison Technical School) the trend of academic-occupational mix of effort for District #6 runs counter to that of most other districts in the system. The 1968-69 mix was 27 percent academic, 62 percent occupational, and 11 percent adult/community service. The 1973-74 academic/occupational mix was 50/50 as compared with the systemwide average of 54/46. However, this composite district figure masks the character of the individual campuses. Remembering that the 1968 figure (27/62/11) reflects the mix of the Central campus alone, there has been a dramatic shift for that campus to 50/50 in 1973-74. The North campus mix in 1973-74 displays a similar balance (51/47). However, the 1973-74 academic/occupational mix for the South Campus was 28/71.

A division of labor is evident in the occupational offerings of the three campuses. The South campus has exclusive offerings in Aeronautical programs, Landscape-Horticultural programs, Diesel and Heavy Duty Mechanics and Driver Training programs. The North campus enjoys exclusive coverage of Electronics programs (including Appliance and Vending Machine Repair), Real

Estate programs, Horology and Micro-Precision Instrumentation, and Fire Protection and Law Enforcement specialties. The Central campus covers Applied Photography programs, Drycleaning programs, Garment Construction and Alterations, Marine Engineering Technology, Metal Fabrication-Machining, Printing and Graphics, Recreation Technology, Wood Construction (including Marine Carpentry), Building Construction Technology, and Ophthalmic Dispensing. There is duplication in basic occupational programs, a division of responsibility for specialties within the areas of Allied Health, Drafting, Sales and Distribution, but a puzzling overlap of programs in Hospitality and Food Service at the Central and North campuses.

District #6 is an example of a multi-unit district where comprehensiveness of program offerings need not distribute over all units of the district. District comprehensiveness works especially well here because of the large population base and the physical compactness of the district.

District #7--Shoreline Community College

Shoreline Community College opened classes in January, 1964, on a campus of 83 acres located in northwest suburban Seattle. The area includes the northwest corner of King County and a small portion of Snohomish County, and is comprised of the Shoreline and Northshore common school districts. The population of this area approximates 100,000, though, of course, the services of the college are not restricted to residents of the district.

As part of metropolitan Seattle, residents of this district have access to public and private four-year institutions, two vocational-technical institutes, and a variety of proprietary schools, in addition to neighboring community colleges which may offer special programs not covered by Shoreline Community College. This latter point has important implications for the comprehensiveness of the program offerings of community colleges in this complex. As in the case of District #6 (Seattle Community College), where program comprehensiveness is apparent as a district-wide concept, comprehensiveness for Shoreline Community College is to a degree contingent on the offerings of North Seattle Community College and Edmonds Community College.

Though one of the younger institutions in the system, Shoreline's location in an area of considerable population has made it one of the larger campuses in the system (Fall, 1973) both in terms of headcount (7,332) and full-time equivalent enrollments (4,678). Growth of enrollments has been largely continuous from 1964 to 1972, averaging better than 500 FTE's per year with minor reversals attributable to the openings of neighboring campuses (Seattle and Edmonds).

The instructional staff at Shoreline consists of 126 full-time professional personnel and 159 part-time professionals. The instructional mix (academic/occupational) at Shoreline has changed from 83/66 in 1968-69 to 65/34 in 1973-74, as compared with a systemwide mix of 54/46.

As mentioned earlier, it is logical to expect some coordination of offerings between the three campuses serving northern suburban Seattle (North Seattle, Shoreline, and Edmonds) even though they represent three separate community college districts. This expectation is to some extent fulfilled in an analysis of occupational offerings. Shoreline has extensive offerings in Engineering Technology, with programs in Civil, General, Industrial, and Mechanical variants of Engineering Technology. There is also a notable emphasis on programs of an environmental orientation. These include Forest Products Technology, Oceanography Technician, Chemical Technology Quality Control, Environmental Technology, and Marine Biology. Shoreline operates one of four programs in Dental Hygiene offered within the community college system (Ft. Steilacoom inaugurated the fourth program in 1974) and the only Associate Degree Nursing Program among the three northend campuses. There is a duplication of Dining Room Services Programs between Shoreline and two campuses of Seattle Community College, but in view of size and distribution of the existing and projected demand for such personnel, and the inherent limitations to the size of such a program, this duplication may be justified.

Shoreline Community College is a large suburban institution, whose proximity to other campuses and other districts demands continued attention to coordination of offerings and a definition of comprehensiveness which observes the context of that proximity.

District #8--Bellevue Community College

Starting in 1966 with an evening program, Bellevue Community College initiated daytime programs in the fall of 1969, moving to the first of its permanent facilities on a 97-acre campus just north of highway I-90 on the east side of Lake Washington. District #8 encompasses 1,124 square miles of north central and northeastern King County extending from Lake Washington to the crest of the Cascade Range. With a total district population of nearly 200,000 and an impressive potential for growth, Bellevue Community College can be expected to continue developing both in terms of its size and the breadth of its programs.

Residents of District #8 have access to public and private four-year institutions, two vocational-technical institutes, and a variety of proprietary schools. In this milieu the comprehensive community college performs an important function of complementing the other institutions by serving as a laboratory for informed career decisions. There has occurred some adjustment in emphasis from a 1968-69 instructional mix of 60 percent academic, 30 percent occupational and 11 percent adult/community service courses to a 1973-74 instructional mix (academic/occupational) of 58/40 as compared with a systemwide mix of 54/46.

Bellevue Community College ranked 9th in FTE enrollment (fall, 1973) among the 27 campuses of the system, with 3,682 FTE's and a headcount enrollment of 7,073. This enrollment places the campus squarely in the middle of the recommended range of size for a comprehensive campus*. From 1968 to 1972 the growth in enrollments has been fairly consistent at almost 500 FTE's per year.

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*The Open-Door Colleges

A developing institution, Bellevue Community College is still heavily dependent on part-time instructional personnel, with only 78 full-time professional personnel and 231 part-time personnel.

Bellevue Community College is justifiably proud of its Library-Media Center combining library and audio-visual services, making available and readily accessible to students and faculty a multiplicity of print and non-print materials. These include a book collection of approximately 35,000 volumes, over 400 current periodicals and numerous pamphlets and documents, filmstrips, slides, records, microfiche, microfilm, overhead transparencies, and audio and video tape recordings. To facilitate individualized instruction, dial-access retrieval equipment has been placed in a large number of learning carrels. Students may also "dial in" from home for any of the audio offerings if they have "touch-tone" telephones. In addition, individual viewing and listening devices such as filmstrips and slide viewers, microfilm readers, 8mm projectors, cassette and other audio tape recorders are located in the reading-study areas for use on an independent study basis. Many of these equipment items also may be checked out on an overnight basis. Production facilities are also available for students and faculty who wish to produce their own materials.

A review of occupational offerings reveals a degree of specialization in the broad occupational areas covered. No programs are offered in Electrical-Electronic Occupations or Food Service, and of the 29 different Mechanical-Industrial Occupations specialties offered in the community colleges of the

State, Bellevue offers but one, Welding. As with most of the campuses in the system, Bellevue offers programs in a wide array of Business and Office Occupations. Consistent with its extensively developed media center, Bellevue has offerings in Communications, including Graphic Arts, Radio, Visual Communications Technology, one of three programs in Mass Communications Technology in the system, and the only program in Bio-Medical Photography in the northwest. Offerings are sparse in the Construction area (Civil Engineering Technology, and Drafting Technology) and in the Health area, where in addition to the Associate Degree Nursing program, Bellevue offers one of four programs in Medical-Radiologic Technology available in the northwest. Beyond this, two other areas of emphasis deserve notice, the offerings in Horticulture and Landscaping (four specialties) and Recreation offerings (four specialties).

Bellevue Community College is a large, but still developing, suburban institution. In view of the availability of programs at neighboring institutions (four-year, two-year, vocational-technical and proprietary) a degree of specialization in the program offerings seems justified and appropriate to its role.

District #9--Highline Community College

District #9 is a geographically compact suburban district with a sizeable population. The district encompasses 3 public school districts: Highline No. 401, Federal Way No. 210, and South Central No. 406. The district comprises a rectangle of land in southwest King County roughly 15 miles north to south and about 5 miles east to west. The population of the district is about 180,000, though enrollment is not restricted to residents. Founded in 1961, classes were at first held in portable buildings at Glacier High School. The college moved to its present site in 1964. The campus itself is an 80-acre site "overlooking Puget Sound" approximately 5 miles south of Seattle-Tacoma International Airport.

As with the other districts in King County, residents of District #9 enjoy effective access to public and private four-year institutions, other community colleges, vocational-technical institutes and a variety of proprietary programs. The availability of these alternatives (especially the proximity of Green River Community College) could be expected to affect the size and scope of the institution.

Highline is one of several members of the system which contend for the dubious title of largest single campus. In fall, 1973 the headcount enrollment was 8,769 and the FTE enrollment was 4,158. Viewed either way this size is within the range where economies of size are to be found, and it approaches the recommended maximum size for institutions of this type. Following a history of fairly consistent growth, the FTE enrollment appears to have leveled off after 1970, though headcount enrollment has shown some increase.

The instructional mix has undergone a considerable modification in recent years. In 1968-69 the partitioning of effort (FTE's) was 84 percent academic, 14 percent occupational, and 2 percent community service. In 1973-74 the academic/occupational mix was 56/43. The instructional force at Highline consists of 129 full-time professionals and 213 part-time personnel.

A review of occupational offerings reveals some consideration of the offerings of other institutions in the area. Where duplication of programs of adjacent institutions occurs, it is largely in the less-specialized programs. In the area of Business and Office Occupations Highline covers, in addition to the more general programs, Computer Programming, Data Processing Technology, and Legal and Medical Secretarial Training, leaving Bookkeeping, Cashiering-Checking, Supermarket Management, Insurance, and Stenography to neighboring Green River Community College. In the area of Communications, it offers Advertising, Journalism Technology, and Graphic Arts. Highline leaves Electrical-Electronic Occupations and the several variants of Drafting Technology to Green River Community College. The college has several special programs in Transportation and the marine-oriented programs of Underseas Technology and Underwater Diver Certificate.

Highline is a large suburban community college with an ample concentrated base of population. There is evidence of a conscious development of complementarity with neighboring institutions.

District #10--Green River Community College

Green River Community College began as an idea in 1960, when the Auburn School Board established a citizens' committee to study the feasibility of a community college in the Auburn area. The college opened classes in fall, 1965. The campus is a 160-acre wooded site atop Lea Hill east of the city of Auburn. The district includes the public school districts of Auburn, Black Diamond, Enumclaw, Kent, Lester, Renton and Tahoma: an area that can be approximated by a rectangle 20 miles from north to south and 45 miles from west to east, encompassing about one-third of the total area of King County. Much of the population of the district is concentrated in the Green River Valley (Auburn, Kent, and Renton), but there is considerable population to be served to the east of the valley toward Enumclaw, Black Diamond, and Maple Valley. For this reason the college has, since its inception, provided many off-campus programs. At the present time courses are being offered in Renton, Kent, Maple Valley, Enumclaw, and in Auburn proper.

Residents of the district have access to public and private four-year institutions, vocational-technical institutes and proprietary schools, although they are to a degree removed from the offerings of Seattle proper. In common with most other districts in the system, Green River has increased the proportion of its effort devoted to occupational programs. In 1968-69 the academic/occupational mix was 64/36. In 1973-74, the mix had changed to 56/44 (coincidentally the same as the systemwide average).

Green River is the seventh largest single campus in the system, with a fall, 1973 headcount of 5,849 and an FTE enrollment of 3,720. The growth of full-time-equivalent enrollment in the first 5 years (1965-1970) averaged better than 500 per year, but since 1970 the rate has been more nearly half of that. The instructional staff of Green River Community College consists of 111 full-time professional personnel and 160 part-time professional personnel.

Coordination of curricular offerings with neighboring Highline Community College is a practice of long standing (see the discussion of Highline Community College). Green River's occupational offerings are notably strong in Drafting, Electronics, Welding, and in Occupational and Physical Therapy Assistant and especially broad in Air Transport related programs (including Commercial Flight Training, Air Transportation, and one of but two Air-Traffic Control programs offered in the northwest).

Green River Community College is a young relatively large suburban-rural community college which has responded to the special needs of its district with off-campus offerings, occupational emphases consistent with its location, and coordination of offerings with contingent institutions.

District #11--Fort Steilacoom Community College

In 1965 the Clover Park School District was authorized to start a community college. Afternoon and evening classes were conducted in the high school beginning in 1967. Incorporated into the community college system as District #11, the name of the college was changed to Fort Steilacoom Community College. Day programs began in fall, 1970 in portable structures at the permanent site, 131 acres in the Lakes District of Tacoma. Classes opened in the first permanent buildings in fall, 1973.

The district encompasses all of Pierce County except Tacoma and the Peninsula area and includes a population of 232,420. The dimensions of the district are roughly 30 miles north to south and about 50 miles west to east. The location of the campus in one corner of this vast district only a few miles from Tacoma Community College and in the general service area of two vocational-technical institutes represents something less than the optimum compromise between geography and demography. Although the need for an east-county branch has been discussed, the current enrollment picture is not persuasive.

In part because of the extent of the district, the college offers courses not only on campus but also at McChord Air Force Base, Fort Lewis Army Installation, Madigan Army Hospital, Rainier State School at Buckley, Franklin Pierce Adult Education Center, Puyallup Adult Education Center, Bethel Adult Education Center, and Fife Indian Education Center. In addition, Fort Steilacoom has been designated a Servicemens' Opportunity College and operates special programs for servicemen.

Fort Steilacoom's unprecedented growth of enrollment from fall 1972 to fall 1973 (from 2,512 FTE's and 4,408 headcount to 4,501 FTE's and 7,585 headcount) is attributable in roughly equal measure to the opening of the permanent facilities on campus and to Old Reliable University (a new policy of the military, encouraging further education for servicemen).

The instructional staff of the college consists of 52 full-time professionals and 192 part-time personnel. The instructional mix has changed from a 1968-69 academic/occupational ratio of 89/10 to a 1973-74 ratio of 68/32. The preponderance of academic effort differs from the systemwide average of 54/46; however, this is consistent with the developmental status of the institution, and the proximity of Clover Park and L. H. Bates Vocational-Technical Institutes.

A review of the occupational programs offered by Fort Steilacoom Community College and Tacoma Community College shows some duplication in relatively specialized programs. The two campuses are separated by but a few miles and neither campus has extensive occupational offerings. Neither school offers any of the 13 programs in the areas of Communications; neither school offers any of the 7 programs in the area of Electrical-Electronic Occupations; neither offers any of the several programs in Food Service; neither offers any of the over 30 Mechanical-Industrial Occupations programs; and neither offers any program in Transportation. These omissions are understandable in the context of the vocational-technical institutes serving the greater Tacoma area, although this leaves unresolved the issue of comprehensive services to east-county residents. The question of program duplication between Fort Steilacoom Community College and adjacent Tacoma Community College is more persistent. Both campuses offer parallel sets of programs in Administration of Justice including Law Enforcement, Corrections, and Security, and both campuses offer the relatively uncommon program of Medical Secretary.

Fort Steilacoom Community College is a young, growing suburban-rural institution with the peculiar delivery problems associated with dispersed districts, exacerbated by the choice of location for the main campus and compounded by the need to coordinate offerings with neighboring institutions within and across segments of postsecondary education.

District #12--Centralia College and Olympia Vocational-Technical Institute

District 12 is a two-campus district with many differences between the campuses. The original campus (Centralia) is both the oldest community college in continuous operation in the State (operating in fall, 1925 as Centralia Junior College) and geographically the smallest campus in the system (less than 13 acres in downtown Centralia). The second campus (Olympia Vocational-Technical Institute) was established in 1962 as part of the Olympia Public Schools and joined District 12 in 1971--the only vocational-technical institute to opt into the community college system since the initial 6 institutes did so in 1967. The Institute presently occupies a number of modular structures on a 56-acre campus west of Olympia. The 1973 legislature approved capital funding for OVTI's first permanent facility to be ready for occupancy by early 1976. OVTI has a special status within the community college system, as the only campus expressly precluded (by provisos on the 1971 and 1973 appropriations bills) from developing academic offerings. The OVTI curriculum is 100 percent vocational, consisting of some 20 different programs preparing men and women for several hundred different careers. A person enrolled as a full-time student in either institution can take courses offered by the other without paying any additional tuition.

The district served by these two campuses includes Lewis and Thurston Counties. The Centralia campus is located in Lewis County, the sixth largest county (in area) in the State stretching almost 90 miles from west to east. The small population of Lewis County (46,400) is more than half (55 percent) unincorporated. The adjacent cities of Centralia (10,300 population) and Chehalis (5,900 population) taken together still represent one of the smallest centers of population in the State to lodge a primary campus. The OVTI campus is located in Thurston County, one of the most compact counties in the State and seat of the State Capitol. The population of Thurston County (81,300) is more than half (52 percent) unincorporated. The adjacent cities of Olympia (24,200 population), Lacey (10,100 population), and Tumwater (5,720 population) comprise the largest remaining concentration of people in the State without immediate access to a community college offering both academic and occupational programs. This point is mitigated by the presence in the same metropolitan complex of a private college (St. Martin's College) and public baccalaureate college (TESC).

The two-county district is served not only by the baccalaureate institutions mentioned above but also by proprietary schools offering veteran-approved programs in Accounting, Secretarial, Business Manager, Commercial Pilot, and Cosmetology.

The most recent data on the attendance patterns of residents of Lewis and Thurston County (fall, 1970) predate the advent of OVTI and The Evergreen State College. In 1970, 64 percent of the college participants from Lewis County and 41 percent of those from Thurston County attended Centralia College. However, the headcount for the district has doubled since that time (3,099 fall, 1970; 6,185 fall, 1973), and the FTE count has increased by 50 percent in the same period (1,838 fall, 1970; 2,768 fall, 1973). Much of the district growth is attributable to the inclusion of the OVTI enrollments in the count (2,313 headcount; 996 FTE). Given the total population of the district (130,300), the availability of programs elsewhere in the district, and the restricted curriculum of OVTI, it is understandable that even with the recent growth the two campuses rank among the smaller members of the system. That neither campus currently satisfies the enrollment characteristic established by the SBCCE for primary campuses (2,000 FTE's in the 10th year) is mitigated by the youth and restricted curriculum in the case of OVTI as well as by the implicit complementarity of the two campuses.

There is considerably (perhaps justifiable and efficient) duplication of occupational programs in the area of Business and Office Occupations. Of the 15 specialties offered at either campus 10 are offered at both. OVTI offers no programs in the general area of Communications, and neither campus offers anything in the area of Food Service. In the 14 possible offerings in the general area of Construction, OVTI offers Carpentry, and both campuses offer Civil Engineering Technology. Of the 7 possible offerings in the general area of Electrical Electronic Occupations, OVTI offers Television and Radio Service Technology, and both campuses offer Electronics. Of the 19 possible offerings in the general area of Health, OVTI offers Dental Assisting and Medical Assistant and both campuses offer Practical Nursing. Centralia College has two additional occupational emphases: Agriculture-Forestry programs and Aviation programs. OVTI covers the Mechanical-Industrial programs (Automotive Mechanics, Office Machine Repair and Welding).

Centralia College employs 55 nine-month contracted full-time professional personnel and 111 part-time professionals. Consistent with its occupational orientation OVTI is more heavily dependent on part-time personnel, with 26 nine-month contracted full-time personnel and 81 part-time professionals. The academic/occupational mix for Centralia College has changed from 78/21 in 1968-69 to 64/36 in 1973-74. The district mix (including OVTI) was 42/58 in 1973-74, as compared with a systemwide average of 54/46.

The distribution of services in this district is not congruent with the distribution of clients. With the growth of OVTI the former distribution is rapidly changing, but this evolution should be allowed to proceed naturally by removing the existing constraints on the development of OVTI.

District #13--Lower Columbia College

Lower Columbia College is located on a 27-acre site adjacent to the downtown core of Longview, Washington. Established in 1934, LCC serves a two-county district comprised of Cowlitz County (population 69,900) and Wahkiakum County (population 3,600) with programs of academic and occupational studies. With a reasonably compact district and relatively short commuting times even to the extremities, LCC enjoys a high level of service to its district (3.40 percent). In 1970, 71 percent of all college participants from Cowlitz County and 54 percent of those from Wahkiakum County attended Lower Columbia College. Consistent with the small population (73,500) of the district, LCC is, however, one of the smaller campuses in the system with 1,807 FTE's and a headcount enrollment of 3,036 in fall, 1973.

There are no senior institutions of higher education, public or private, in the district; however, there are veteran-approved proprietary school programs in Medical and Biological Laboratory Assistant, Accountant, Secretarial, Business Manager, Commercial Pilot, and Cosmetology. Also, in view of the overlap of service radii with Clark College (Vancouver, Washington) it is surprising that few participants from Cowlitz County choose to commute to Clark College (2.5 percent) and likewise Clark County participants to LCC (0.2 percent).

A moderate steady growth has resulted in a near-doubling of enrollments over the past decade; from 941 FTE's in fall, 1963 to 1,807 FTE's in fall, 1973 and from a headcount of 1,801 in 1963 to a headcount of 3,036 in fall, 1973. The establishment of Portland General Electric's power reactor immediately across the Columbia near Rainier, Oregon may further affect enrollments.

The professional personnel at Lower Columbia include 56 nine-month contracted full-time personnel and 77 part-time professionals. The academic/occupational mix of instructional effort has shifted from 71/28 in 1968-69 to 49/51 in 1973-74, as compared to the systemwide average of 54/46.

With the nearest sister campus (Clark College) 44 miles away, questions of duplication in occupational offerings reduce to a consideration of those offerings less common within the system. Both campuses offer Hotel-Motel Management, and Commercial Cooking. LCC has considerable offerings in the general area of Communications, but in the area of construction it offers only Mechanical and Welding Engineering Technology. LCC has extensive offerings in automotive mechanics including Diesel Mechanics. Forestry programs and Fire Service are another distinctive feature of the occupational array, as are the several Aviation specialties (Commercial Flight Training, Commercial Pilot, and Priviate Pilot). It is curious that four of the programs offered at LCC, including two uncommon ones (Medical and Biological Laboratory and Commercial Pilot) are also those listed as available from proprietary sources in Cowlitz County.

Lower Columbia College is a mature community college with an appropriate balance between academic and occupational programs, and a high level of service to its small but convenient district. In size it approaches the range of optimum size for a comprehensive campus and might be expected to enter that range in the next few years.

District #14--Clark College

Founded in 1933 Clark College has occupied six "campuses" and a number of different roles during its extensive history. The first campus was the old Hidden House at 13th and Main in Vancouver. In 1941 Clark became a state junior college. Five years later the College came under the general supervision of the State Board of Education, with local control. In 1947 the Evening Program began, and in 1950 the first building was occupied on the present campus--a 68-acre site located one mile from downtown Vancouver on historic Vancouver Barracks ground. In 1967 legislative action made Clark one of 22 community colleges forming the state community college system.

Clark College provides lower-division academic and occupational programs for an extensive district which includes Clark County (population 135,200), Skamania County (population 5,900), and one-third of the area of Klickitat County (total population 12,900). The campus is properly located to best serve the population of this district (154,392) but the enormity of the logistical problem of extending services to Klickitat County is illustrated in the fact that the eastern extremity of District 14 is more distant from the campus (in miles and certainly in time) than is the campus of Centralia College, two districts removed. Moreover, the populations of Skamania and western Klickitat Counties, spread more or less evenly on a line paralleling the Columbia River, provide few suitable focuses of population for extension programs. Thus it is that while Clark County ranks 12th, among the 38 counties, in community college participation rate, Klickitat and Skamania rank 30th and 34th, respectively (see Table 21).

There are no senior institutions, public or private, in the district. Veteran approved proprietary school offerings in the district include: Accountant, Secretarial, Business Manager, Barbering, and Cosmetology in Clark County and Commercial Pilot in both Clark and Klickitat Counties. With the sizeable population base of Clark County and the relative lack of competition from other postsecondary institutions, it is understandable that Clark College should easily exceed the minimum recommended size for primary campuses of the system. With 3,035 FTE's and a headcount enrollment of 6,267 in fall, 1973, Clark is of a size comfortably to provide a broad range of academic and occupational courses and to sustain the services appropriate to a comprehensive community college.

The professional personnel of Clark College include 93 9-month-contracted full-time personnel and 163 part-time professionals. The academic/occupational mix of instructional effort has shifted from 71/28 in 1968-69 to 52/47 in 1973-74, as compared with a systemwide average of 54/46.

A review of occupational offerings reveals a degree of specialization in the broad occupational areas emphasized. Fifteen different programs are offered in the area of Business and Office Occupations, including the relatively uncommon Hotel-Motel Management. Of 13 possible offerings in the area of Communications, only one, Printing-Graphic Arts, is offered. There is good coverage of the various engineering technologies within the area of Construction. In the area of Health, both ADN and Practical Nursing are offered as is one of but four programs in the system for Dental Hygienists. In the area of Mechanical-Industrial Occupations, there is good coverage of Automotive programs, including the unique Automotive Service Hostess and Diesel Technology. Machine Shop specialties and welding are also covered. On the other hand, nothing is offered in the way of Aviation and only General Horticulture among outdoor vocations.

Clark College is a mature community college with a sizeable population base and a balanced curriculum. The special problem of delivery of service to the eastern extremes of the district has yet to be resolved, and perhaps should be considered in a context larger than District #14.

District #15--Wenatchee Valley College

Wenatchee Valley College opened its doors to 77 enthusiastic students in 1939. Initiated by the Wenatchee Chamber of Commerce with 51 citizens pledging financial support, the college began as a private institution holding classes in Wenatchee High School with a 5-member faculty and a 10-subject curriculum. The 1941 Washington State Legislature approved the Public Junior College Bill and Wenatchee Valley College became a part of the state's public educational system. In 1951 the college moved to its present 56-acre campus in the northwest sector of the city of Wenatchee.

In the Community College Act of 1967, the 15th Community College District was created, expanding the general service area of Wenatchee Valley College to include Chelan County (population 41,300), Douglas County (population 17,500), and Okanogan County (population 26,500). This district, with a total population base of but 85,300, is second in size (area) to only one other (District #17, Spokane-Spokane Falls). The only state-supported institution of higher education in north central Washington, the campus is located logically in the most sizeable concentration of population within the district--a site which also happens to lie at the southern end of this vast area. There are no senior institutions, public or private, in the district and while Chelan County includes a number of veteran-approved proprietary programs, none are available in Douglas or Okanogan Counties. In 1970 Okanogan County ranked 31st out of 38 counties in the level of community college participation (see Table 21).

Efforts are underway to extend services to Okanogan County through the Tonasket Extension Office and through the Okanogan County Education Service--a service made possible through federal funds, Wenatchee Valley College support and local community help with donated facilities. The OCES offices are located in the Omak Education Center, in Omak, Washington. Services are extended to locations throughout the County, with classes and seminars being held in various locations and facilities. The total population within effective commuting distance of Omak is not adequate to sustain a secondary campus, but the ongoing experience of the OCES and the FEO may suggest new, perhaps hybrid, ways of meeting the needs of a dispersed clientelle.

Consistent with the modest size (85,300) and great dispersion (10,050 square miles) of the district population Wenatchee Valley College ranks as one of the smaller institutions in the system, with 1,611 FTE's and a headcount enrollment of 2,192 in fall, 1973. Even with an approximate doubling of FTE's over the last decade, WVC still falls short of the State Board's size criterion for primary campuses.

The professional staff of Wenatchee Valley College includes 51 9-month-contracted full-time personnel and 55 part-time professionals. The academic/occupational mix of instructional effort has evolved from 83/16 in 1968-69 to 65/33 in 1973-74, as compared with a systemwide average of 54/46.

The array of occupational offerings at WVC displays some rather sizeable gaps and some intriguing specialties, both of which may be logical given the circumstances. There are no programs offered in the general areas of Communications, Construction, Electrical-Electronic Occupations, Food Service, or Transporation. Yet WVC offers one of but two programs in Medical-Radiologic Technology available in the system. That they offer one of but four programs in Air Conditioning and Refrigeration available in the system may be explained by the circumstances of their location, as is the emphasis on Forestry programs and on the near-unique program in Professional Ski Instructing.

Wenatchee Valley is a mature institution projected into a new situation in 1967 with the expansion of its district. The potential for future growth for this campus appears to lie largely in the direction of nontraditional extensions of educational services to Okanogan County, a potential whose realization may be limited by the modest size of the primary campus itself.

District #16--Yakima Valley College

Yakima Valley College was organized in 1928 as a public non-profit institution under the direction of the Board of Directors of Public School District #7. In 1930 the college became an independent college under the direction of a separate junior college board. In 1941 the college joined the Washington State system of higher education with a board of trustees consisting of five members appointed by the Governor. In 1947 it merged with the Public School District Number 7 of Yakima and the district's board of directors became the governing body of the college. In 1949 the college moved to the current campus, a 20-acre site adjoining a 20-acre park in the city of Yakima.

In 1961 under the Community College Law, the name of the institution was changed from Yakima Valley Junior College to Yakima Valley College. At this time the scope of offerings by the school was expanded to include more than the transfer curriculum. With the Community College Act of 1967 Yakima Valley College was designated as District 16 of the 33-district system*.

District 16 encompasses Yakima County (population 145,200), Kittitas County (population 25,200), and about two-thirds of Klickitat County (total population 12,900). This district is the third largest (some 8,000 square miles) of 22 districts. Perhaps because of the extent of the district YVC is one of a few community colleges which maintain student residence halls. An associated concern is the delivery of educational services to Klickitat County across the Satus Pass.

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*YVC can claim the longest history of any institution in the system--by 16 words.

Central Washington State College is located in Kittitas County and a number of veteran-approved proprietary programs are available within the district (Accountant, Broadcasting and Mass Communications, Secretarial, Business Manager, Commercial Pilot, Commercial Refrigerator and Air-conditioning, Auto Mechanics, Auto Body Rebuild, Instrument/Watch Repair, Machinist, Barbering, Cosmetology, Commercial Cooking, Lineman (Elect.), and Radio and T.V. Service).

Consistent with the sizeable population of the district YVC is comfortably in the range of optimum size for community colleges, with 2,827 FTE's and a headcount enrollment of 4,520 in fall, 1973. While FTE's increased 52 percent from 1963 to 1970, the 1973 enrollment shows only 3.6 percent growth since 1970.

The professional staff of YVC includes 121 9-month-contracted full-time personnel and 115 part-time professionals. The academic/occupational mix, while it has changed from 85/14 in 1968-69 to 64/36 in 1973-74, still appears biased toward the academic when compared with the systemwide average of 54/46. Perhaps because of the extent of proprietary offerings in the district the array of occupational programs for YVC appears restricted for a campus of this size. Of 24 possible Business and Office Occupations only 8 are offered. Of 13 Communications programs only 1 (television) is offered. No Food Service programs are offered. In the area of Health Occupations YVC offers both Nursing programs and 2 relatively expensive and uncommon (4 each in the system) programs (Dental Hygienist and Medical-Radiologic Technology). Only 4 of the 31 Mechanical-Industrial Occupations are covered. None of the 17 Outdoor Vocations are offered. Of the 28 Service Occupations only 2 (Law Enforcement-Police Science and Parole and Probation Science) are available.

Yakima Valley College is a mature community college serving an extended district, with all that implies of delivery problems. The apparent residual emphasis on academic programs may be a result of competition from proprietary vendors.

District #17--Spokane Community College and Spokane Falls Community College

In the summer of 1963 the State Board of Education authorized establishment of a two-year community college in Spokane. A college transfer program was added to the curriculum of the 47 year old Spokane Technical and Vocational School on a 80-acre site at East 3403 Mission Avenue--and it became Spokane Community College.

In the fall of 1967, the college was enlarged by the opening of a second campus, this one located on a 118-acre site at historic Fort George Wright overlooking the Spokane River. In 1970 the two campuses became two separate colleges, each with its own administration and staff. The original school on Mission Avenue retained the name Spokane Community College. The other campus became Spokane Falls Community College.

A student must register at the college he plans to attend. However, once registered, all District #17 students have the flexibility of being able to move back and forth between Spokane Falls Community College and Spokane Community College. Or, if a student wishes, he may carry a split program at each college. The primary long-range thrust of Spokane Community College is vocational-technical, although students can also take a two-year liberal arts program from a complete selection of freshman and sophomore level transfer courses. The Spokane Falls Community College curriculum is comprised of both liberal arts and selected occupational offerings not requiring duplication of existing facilities.

As created in the Community College Act of 1967, District #17 is easily the largest of the 22 community college districts, encompassing a total of 22,000 square miles composed of Ferry County (population 295,000), Stevens

County (population 17,500), Whitman County (38,700), and part of Lincoln County (total population 9,400). To serve this vast area the schools utilize, in addition to the 2 primary campuses, 44 extension centers throughout the District. Evidence of the effectiveness of the extension effort is found in the comparatively high community college participation rate of the relatively isolated Lincoln, Pend Oreille, and Whitman Counties.

Included within the boundaries of this district are representative institutions from almost every sector of postsecondary education--Washington State University, Eastern Washington State College, Gonzaga University, Whitworth College, Fort Wright College, and a spectrum of veteran-approved programs from proprietary schools. Despite these attractive alternatives the sizeable population base of the district (370,000) generates a district enrollment second only to the 3-campus Seattle Community College District. Considered individually, the two campuses of District #17 are of a most healthy size with 4,764 and 4,527 FTE's and headcount enrollments of 7,227 and 8,434 for SCC and SFCC, respectively, in fall, 1973.

The District #17 professional staff includes 251 9-month-contracted full-time personnel and 292 part-time professionals. The academic/occupational mix of instructional effort, always weighted toward the occupational end in this district, has become in recent years even more heavily occupational in emphasis. The district mix of 45/51 (academic/occupational) in 1968-70 had become 35/65 in 1973-74. However the district figures mask the distinctiveness and effective complementarity of the 2 campuses. In 1973-74 Spokane Community College was 11 percent academic and 89 percent occupational while

Spokane Falls Community College was 61 percent academic and 38 percent occupational. These figures should be compared to the systemwide average of 54 percent academic and 46 percent occupational.

The arrays of occupational offerings at the two campuses display a gratifying degree of complementarity and general avoidance of unnecessary duplication. Both campuses provide a number of programs in Business and Office Occupations with SCC offering every specialty but one uncommon program (Fashion Merchandising) which program is covered by SFCC. SFCC carries the major responsibility for Communications programs. SCC provides a number of programs in Construction Occupations. The two campuses share responsibility for Service Occupations with a complete absence of duplication. SCC accepts sole responsibility for the general occupational areas of Electrical-Electronic Occupations, Food Service, Health, Mechanical Industrial Occupations, Outdoor Vocations, Transportation, and others with SFCC offering nothing in these areas.

District #17, the largest district in the system, is served by two primary campuses and an active extension service. The level of service is good for most of the counties in the district, and the coordination of offerings between the two campuses is impressive.

District #18--Big Bend Community College

Big Bend Community College was authorized by the State Board of Education in 1961 and began operation in September, 1962. In 1963 the school moved to the South Campus, located east of the city of Moses Lake on a 30-acre site with an adjacent area of 84 acres available. During the summer of 1966 the College acquired 159 acres of the former Larson Air Force Base--the North Campus.

BBCC serves Grant County (population 43,300), Adams County (population 12,300), and part of Lincoln County (total population 9,400). The city of Moses Lake (population 10,200) with Larson AFB gone is the smallest focus of population in the state to be afforded a primary campus. To serve this relatively dispersed population (nearly 5,000 square miles) the college maintains student residence halls, but extension services are not highly developed.

Consistent with the limited population of the district (little more than 60,000), BBCC is one of the smallest campuses in the system, and it presently has limited potential for growth. Beyond a veteran-approved proprietary program in Cosmetology, there are no other postsecondary offerings within the district. Despite this lack of competition the campus size remains little more than half that specified for primary campuses, with 1,126 FTE's in fall, 1973 and a headcount enrollment of 1,613.

The professional staff of BBCC includes 41 9-month-contracted full-time personnel and 51 part-time professionals. The academic/occupational mix of instructional effort has undergone a pronounced shift in recent years from 73/26 in 1968-69 to 46/54 in 1972-73, as compared to the system-wide average of 54/46.

The occupational offerings are limited, with nothing in areas of Communication, Food Service, and Electrical-Electronic Occupations, only Practical Nursing of the Health Occupations and limited offerings in Construction, Mechanical-Industrial Occupations and Outdoor Vocations. The Business Occupations are adequately covered, and there are emphases in Recreation programs and in Aviation-related occupations.

BBCC is a critically small institution. The expansion of facilities and maintenance of dual campuses is inconsistent both with the limited recent growth rate and the limited potential for growth. The lack of development in extension programs and gaps in the spectrum of occupational programs appear to be natural concommitants of the subcritical size of the institution.

District #19--Columbia Basin College

Columbia Basin College developed from a vocational-technical institute maintained for eight years by the Pasco School District. The occupational offerings of the institute together with the adult night school were integrated into the College authorized by the State Board of Education in May, 1955. In the fall of 1958 the College moved into permanent buildings on the current campus of 153 acres immediately south of Pasco Airport. By action of the 1967 legislature, Columbia Basin College became District #19 of the state community college system.

CBC serves, with a full array of programs including academic (45%), occupational (54%), and community service (0.05%), a two-county district of Franklin County (population 26,000) and Benton County (population 68,200) (though the college catalog claims 100,000 souls within the commuting area, this claim must rest heavily on the adjacency of Pasco Airport). The district population is 68 percent incorporated and 32 percent unincorporated. Beyond the small area of the district (2,975 square miles) delivery is further facilitated by the concentration of population in the Tri-Cities of Richland (26,600), Kennewick (16,200), and Pasco (14,050).

Perhaps because of this favorable demography, perhaps because of the high parental educational level associated with the Hanford Atomic Research Complex, the enrollment of CBC (2,656 FTE's and 5,267 headcount, fall, 1973) belies its resident population base (96,000). While growth has been slight since 1970, the size of the institution is comfortably within the range of optimum size for such campuses.

The College also provides classes throughout Benton and Franklin Counties, and it has extended its services in all areas of instruction by providing Continuing Education classes wherever needed. Classes for vocational training, transfer credit, and community service are held in all communities of the College District. Brochures describing External Programs are mailed to all 35,000 addresses listed in Benton and Franklin County about two weeks prior to registration for each quarter.

There are no other institutions of higher education in the district, although a number of veteran-approved proprietary offerings are available (Accountant, Secretarial, Commercial Pilot, and Cosmetology). Sixty-two percent of all college students from Benton County and sixty-three percent of those from Franklin County attend Columbia Basin College. Both Benton and Franklin counties have high college participation rates as compared with other counties in the State, ranking second and eighth among the thirty-nine counties in fall, 1970.

The professional staff of Columbia Basin College includes 91 nine-month contracted full-time personnel and 122 part-time professionals. Despite its origin as a vocational-technical institute, by 1968-69 CBC's academic/occupational mix of instructional effort (FTE's generated) was heavily academic (68/32). By 1973-74 that mix had shifted to 46/54 as compared to a systemwide average of 54/46.

The "array" of occupational programs runs heavily to the "bread-and butter" offerings with a few carefully considered ventures afield. Computer Programming, Industrial Electronics, Food Processing Technology (Industrial), Diesel Mechanics and Diesel Technology are examples of the carefully justified departures from the mainline of occupational offerings. There is also evidence of effort to avoid duplicating programs offered by proprietary vendors. For example, CBC is one of but three districts in the system not offering an Accounting-Bookkeeping program (available at neighboring Walla Walla Community College). This accommodation to proprietary offerings may be appropriate, but it raises a larger question of the as-yet unexplored potential for community colleges contracting with other vendors for educational services. Overall, though, it is difficult to argue with the success of the markedly conservative approach of this particular campus.

Columbia Basin College whether by accident or design appears well adapted to the needs of its district, as evidenced by its contribution to the healthy participation rates of Benton and Franklin Counties, the academic/occupational balance, and the comfortable size of the enrollment.

District #20--Walla Walla Community College

Walla Walla Community College is clearly a creature of the Community College Act of 1967. It did not evolve, as did almost all other members of the system, from another type of institution or as a partner to an established campus. In what could best be called a bold stroke, the Act established the four-county district including Walla Walla County (population 42,100), Columbia County (population 4,300), Garfield County (population 2,900), and Asotin County (population 13,900) encompassing an area about 40 miles north to south and about 90 miles west to east. In an even bolder stroke there was founded in the shadows of two established private baccalaureate colleges (Whitman College and Walla Walla College) a primary campus where the population base (63,000, but about 45,000 within commuting radius) was clearly short of the State Board criteria. A distinct note of trepidation can be heard in this quote from Design for Excellence.*

> "Although sparsely-populated District #20 will never generate a large community enrollment, the 820 FTE's in 1968 will increase to over 1,000 by 1975...."

Whatever misgivings may originally have been felt have proved totally unjustified. From this beginning has emerged the Cinderella campus of the system, with a fall, 1973 enrollment (2,016 FTE's and 3,454 headcount) which dwarfs the above projection with two years to spare.** It is difficult to account for this success from an external perspective.

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*The Washington State Community College System Master Plan, Design for Excellence, Vol. II.

**With apologies for the mixed metaphor.

Walla Walla Community College began operations in 1967, occupying the former city high school, some 161,000 square feet of high school facilities vacated by the local school board on a 6.1-acre site. The College currently is constructing a new campus located on a 97-acre site on the eastern edge of Walla Walla. The first buildings were ready for student occupancy in the fall quarter of 1974.

Besides the aforementioned private baccalaureate colleges, and nearby Columbia Basin College, there are veteran-approved proprietary offerings in Commercial Pilot and Cosmetology available in the district. A still-small campus in a far-flung district, WWCC has recognized the challenge of providing service to clienteles as remote as the Idaho border. Classes are held in each community through the cooperative use of facilities by high schools, service clubs, cultural organizations and departments of parks and recreation. The faculty includes an instructor of Adult Farm Management (for the Pomeroy-Clarkston area) and an instructor of Nursing Education (for Clarkston). Presently over one-half of all students enrolled at WWCC are taking either evening or off-campus classes.

The faculty at WWCC includes fewer than 50 full-time instructors, while over 120 part-time professionals are reported on the staff. The shift over the past few years in the academic-occupational mix of instructional effort is in the expected direction but is more pronounced than might have been expected. The academic/occupational mix has shifted from 61/38 in 1968-69 to 50/50 in 1973-74, as compared with a systemwide average of 54/46. This emphasis on occupational programs may be explained in part by the proximity of baccalaureate institutions.

The array of occupational programs offered is weighted toward the "bread-and-butter" programs, with some occupational areas ignored. Nothing is offered in the area of Transportation (Commercial Pilot is a proprietary offering). None of the 17 Outdoor Vocations are covered. None of the 7 Electrical-Electronic Occupations are offered (neighboring Columbia Basin College covers two of these). The 13 specialties in Communications are not included. There is some evidence of coordination and complementarity between WWCC and its neighbor, Columbia Basin College, which may explain some of the gaps in the occupational arrays of both colleges. Coordination can be inferred from such examples as: Accounting and Bookkeeping (WWCC only); Computer Program (CBC only); Real Estate (CBC only); Drafting Technology (WWCC); Electronics and Industrial Electronics (CBC); Commercial Cooking (WWCC); Food Processing Technology (CBC); Dental Assisting (WWCC); Office Machine Repair (WWCC); and Diesel Mechanics/Technology (CBC). However, the most compelling evidence of coordination is to be found in the case of Agri-Chemical Business where the first year of work at WWCC can be transferred to CBC toward completion of a degree of Associate in Applied Science in Agri-Chemical Business.

Walla Walla Community College is a young, developing institution which through active pursuit of the needs of its clientele is overcoming the demographic and geographic limitations of its situation.

District #21--Whatcom Community College

Whatcom Community College is the youngest community college in the state system. Although Whatcom County was designated as Community College District #21 by the State Legislature in 1967 and a five-member Board of Trustees appointed by the Governor, it was not until after two years of studies, surveys, discussion, and planning that the Trustees employed a Coordinator and Whatcom Community College began limited operation (1970). This caution is understandable when one considers that Whatcom County, with a total population of 85,500, was already served in 1967 by Western Washington State College and Bellingham Vocational-Technical Institute, both located in the primary focus of the County's population (Bellingham), with Skagit Valley College (Community College District #4) only 25 miles away and veteran-approved proprietary programs also available in the district (Secretarial, Business Manager, Commercial Pilot, and Cosmetology).

The institution that was to evolve in this restricted environment was characterized by the Trustees in those first two years by eight statements:

1. The college will meet local needs in both customary and creative ways while remaining flexible enough to be able to change practice and expectations when warranted.
2. The college operation will be decentralized with permanent locations throughout the county. Borrowing, renting or rebuilding are preferable to new construction.
3. The instructional effort of the college will aim for an evenly divided emphasis on programs: Vocational/Technical, Continuing Education, and Transfer.

4. The commitment of the college is to serve all the population of Whatcom County, with eight specific target groups identified:
    a. adults who need basic education
    b. the unemployed
    c. migrant workers
    d. the veteran
    e. the Indian members of our community
    f. the elderly
    g. transfer students
    h. adults seeking cultural enrichment.
5. The faculty and staff will be chosen as appropriate to the commitment of the college with particular emphasis on those who are open to uncommon modes of instruction and operation.
6. The college will cooperate with existing agencies and programs.
7. The college will develop a long-range plan and a planning process.
8. Evaluation procedures will be established to measure effectiveness and efficiency.

The implementation of these statements has resulted in a college that is unique (if not in kind, certainly in degree) within the community college system. The "no-campus" nature of the college is manifested in four types of facilities:

1. The College Service Center: Located adjacent to the county library on Northwest Road in Ferndale, Washington, this is a unit designed and

owned by the college to house the services necessary to support the instructional services, including student services, carried on away from this center.

2. Community Instructional Centers: Centers developed in existing facilities for the most part, to serve a number of distinct communities within the county with:
    - a. classroom instruction
    - b. counseling and advising
    - c. registration
    - d. faculty/student conferences
    - e. a large variety of community services
    - f. student study
    - g. computer assisted instruction
    - h. student use of TV and radio assisted instruction
    - i. reception and service points for library and learning resources services
    - j. town hall activities
3. Mobile Component: Mobile units can be modified to carry almost any instructional or student service to places remote from the instructional centers. These units serve well in cases where some function is needed for short periods only or where cost would prohibit duplication of expensive facilities such as a laboratory. Appropriate functions include:
    - a. counseling, advising and registration
    - b. specialized instruction
    - c. laboratory instruction.

4. Single Unit Rental Space: Space is rented for single courses because of a need for some type of specialized facility or equipment, because a particular location is needed, or because the community centers will not accommodate the numbers of students or classes.

The value of coordination, cooperation, and articulation is enhanced for Whatcom Community College by the presence and precedence of other postsecondary institutions in the general service area. Explicit references in the catalog include:

> "Students may be permitted to take instructional programs, such as vocational and technical training, at other educational institutions for credit at Whatcom Community College."
>
> [re, the Associate in Arts and Sciences Degree]
>
> "A minimum of 25 credits including the last quarter must be earned at Whatcom Community College or the Bellingham Technical School." [accent added]
>
> [re, the Associate in Arts and Sciences Degree in Law Enforcement]
>
> "The Skagit-Whatcom Regional Law Enforcement Program is a joint district program established in order to maximize resources, avoid duplication of services, and coordinate educational delivery.... Operationally, the programs at Whatcom and Skagit Valley are identical, and a student may, at his discretion, take any portion of the program at either institution, and may graduate from whichever institution he chooses."
>
> [re, Vocational-Technical Institute Cooperation]
>
> "With the approval of the State Board for Community College Education, Whatcom Community College is now able to award an Associate in Applied Arts Degree to those students transferring to Whatcom Community College from vocational-technical institutes. To complete an Associate in Applied Arts Degree in a technical area from a vocational-technical institute, students must complete a minimum of four courses at Whatcom Community College..."

The uniqueness of WCC is reflected in the quantitative descriptors of the institution. In fall, 1973 (the fourth year of operation) the college generated 525 FTE's (but half the production of the second-smallest comprehensive campus), yet the headcount enrollment (2,078) was comparable with those of three of the mature districts in the 22-district system. (Big Bend, 1,613; Wenatchee Valley, 2,192; Peninsula, 2,233). Extrapolations, always hazardous for young enterprises, are particularly suspect for as bold a departure as this, the limits of the population base and the array of alternate sources of postsecondary education in and near the district suggest that Whatcom Community College will remain one of the smaller (as distinguished from modest) members of the community college system. However, the size criterion for primary campuses (2,000 FTE's in the tenth fall of operation) is of questionable relevance to this no-campus institution.

Inherent in the design of WCC is its heavy reliance on part-time personnel. The staff of the college includes (fall, 1972) one nine-month contracted full-time professional and 82 part-time professionals. The academic/occupational mix of instructional effort for 1973-74 was 56/44, very near the systemwide average of 54/46.

The occupational offerings of WCC display an almost total avoidance of duplication with regard to the offerings of both Bellingham Vocational-Technical Institute and the proprietary schools and a considerable lack of duplication with the occupational offerings of adjacent Skagit Valley College. The offering of occupational programs and courses by WCC "are based on expressed needs from Whatcom County." The result of this policy is that WCC offers no programs in Communications Occupations, Construction Occupations, Electrical-Electronic Occupations, Food Service Occupations, Transportation Occupations, and only Agri-Business among the 31 Mechanical-Industrial Occupations and notably few programs in the bread-and-butter area of Business and Office Occupations. Similarly, in the area of Health Occupations WCC offers programs for Dietetic Assistants and Medical Assistants, but does not duplicate the Associate Degree and Practical Nursing programs of Skagit Valley College. In all cases of neglected areas above, programs are offered by other institutions serving the district. The major focus of occupational offerings for WCC is in the area of Services, with minor focuses in Horticulture-Landscaping, Recreation, and Environmental Technology/Water and Waste Treatment.

Whatcom Community College represents an ongoing experiment in design and in delivery, the results of which may prove applicable to delivery problems elsewhere in the system and beyond. In a close environment the institution has demonstrated its adaptability for complementarity with other institutions and its responsiveness to the environment of needs.

District #22--Tacoma Community College

The Board of Directors of Tacoma School District 10 first applied for authorization to establish a community college in 1961. The revised application was approved in 1963 by the Washington State Board of Education, and the college opened on a 150-acre site on the west side of Tacoma in September, 1965. The Community College Act of 1967 established the 22-district community college system and designated TCC as District 22, serving the population (some 178,580) within the Tacoma and Peninsula common school districts of Pierce County.

The district is also served by two private baccalaureate institutions (University of Puget Sound and Pacific Lutheran University), two Vocational-Technical Institutes (L. H. Bates and Clover Park) and a number of veteran-approved proprietary offerings. In addition, Fort Steilacoom Community College was established (in 1967) on a campus only a few miles away. Despite the presence of these attractive alternatives, the enrollment of TCC exceeded the tenth-year target of 2,000 FTE's in the third fall of operation and totaled 3,679 FTE's in the fall of 1973, with a headcount of 5,585. The compactness of the district simplifies the delivery problem for the college, though courses are offered at a number of off-campus locations.

The professional staff of Tacoma Community College includes 92 nine-month contracted full-time professional and 150 part-time professionals. The academic/occupational mix of instructional effort, though still heavily weighted toward the academic, has shifted from 98/0 in 1968-69 to 73/27 in 1973-74 as compared with a systemwide average of 54/46. The presence of extensive offerings by the vocational-technical institutes and proprietary schools to residents of the district accounts for and necessitates this atypical distribution of instructional effort.

The list of occupational offerings at TCC is an understandably short one. No program is offered for the 13 Communications Occupations, the 14 Construction Occupations, the 7 Electrical-Electronic Occupations, the 4 Food Service Occupations, the 31 Mechanical-Industrial Occupations, the 17 Outdoor Vocations, or the 4 Transportation Occupations. Of the 24 Business and Office Occupations 9 occupational programs are offered. Five of the 19 Health Occupations are covered, and 5 of the 28 Service Occupations are covered. Several instances of duplication between the offerings of Tacoma Community College and Fort Steilacoom Community College should be mentioned. Both colleges offer programs in Real Estate. They both offer programs in Administration of Justice, including Law Enforcement, Corrections, and Security. TCC offers an extensive program (27 months, 130 credit hours) in Medical-Radiologic Technology.

In nine years of operation Tacoma Community College has achieved an enrollment in the middle of the range of optimum size recommended for community colleges by the Carnegie Commission. The instructional mix remains and likely will remain weighted toward the academic offerings. This weighting is consistent with the larger circumstances of postsecondary service to the district.

F. Recommendations for Community College Roles and Missions

Various conclusions and recommendations have been stated throughout the general discussion of this report. These statements are accumulated and summarized here.

1. Washington's community colleges are essentially locally-oriented teaching colleges, concerned with identifying local educational needs and responding to them. They are not junior colleges: rather they are multi-purpose educational institutions offering programs to the associate level in academic and occupational areas as well as offerings of a developmental education or continuing education nature for persons beyond the age of compulsory school attendance. Their fourth major area of responsibility is community services (course and non-course) consistent with their role as the primary source of postsecondary education for the communities served.

2. The system rests upon the Community College Act of 1967, an act reflective of national views of the roles of community colleges. These colleges have become, and should remain, the primary instrumentalities for the achievement of access unencumbered by financial, social, academic, or geographic constraints. The realization of this role requires the maintenance of fee structures at lower levels than those charged by senior institutions, the existence of community colleges in dispersed populated areas of the state, active extension efforts in off-campus activities, and the coordination of program efforts on regional bases when such coordination would work to reduce and limit unnecessary duplication of effort and overlap of function.

3. The community college role entails the provision of a comprehensive range of programs. However, comprehensiveness should be a district or regional objective rather than a goal of each college and, in any case, it should be defined not by the expansiveness of program and course inventories but by the existence of strong district effort in each of the major functional areas: academic, occupational, adult education, community service, and student services. Local conditions may require the achievement of comprehensiveness at the campus level, but it should be such conditions, rather than the application of abstract principles, which determine the need. As a general rule, fiscal realities are likely to continue to preclude the offering of an exhaustive curriculum in each college.

4. While a more or less equal balance of effort between the occupational and academic program areas is a desirable system objective, at the local community college level the distribution of effort should logically vary with the distrubution of demand and in accord with the presence of other educational resources in the community served.

5. Although the community colleges are community-centered institutions, they should continue to accept students from outside the district in order to avoid unnecessary program duplication and to diversify student mix.

6. In terms of primary campuses, the Washington system is considered to be a developed system. There appears to be no current need for the further expansion of the system through the establishment of new primary campuses.

7. At the same time, there remain sparcely populated areas not adequately served by the existing system. Often these are on the periphery of the state, although there are some unserved areas well within its boundaries. Reciprocity agreements with neighboring states are possible mechanisms for dealing with residual problems of access, both for this state and its neighbors. Unmet needs within the state can be met through joint planning and program alignments between some campuses. Arrangements mentioned in this report are the following:

a. Reciprocity Arrangements

1. Agreement between Washington and Oregon could allow students in southern Pacific County to avail themselves of programs at Clatsop Community College in Astoria, Oregon.
2. Agreement between Washington and Oregon could allow students in the northern portion of Columbia County, Oregon (Rainier, Oregon) to attend Lower Columbia Community College (Longview, Washington).
3. Agreement between Washington and Oregon could allow residents of the Milton-Freewater area to attend Walla Walla Community College.
4. Agreement between Washington and Oregon could allow residents of northern Portland to attend Clark Community College (Vancouver, Washington).
5. Agreement between Washington and Idaho could allow residents of Garfield, Asotin, and southern Whitman County to attend Lewis and Clark State College in Lewiston.
6. Agreement between Washington and Idaho could allow residents of Cour D'Alene to attend the Spokane Community Colleges.

b. With respect to within-state alignments:

1. An alignment between Skagit Vallty and Whatcom Community Colleges and the Bellingham Vocational-Technical Institute could facilitate the offering of interchangeable joint programs and reduce the potential for program duplication.
2. As the Trident Facility develops, consideration should be given to annexing southern Mason County into the Centralia-OVTI district, since the existence of the Trident base will significantly affect enrollment at Olympic College in Bremerton. Such action should be coupled with the lifting of the prohibition against academic programs at OVTI. The lifting of this prohibition would also make academic courses and programs more convenient to residents of Olympia.
3. An alignment between Wenatchee Valley and Big Bend Community Colleges should be explored in the context of their common problems (enrollment size and district extent) and complementary programs.
4. In view of the present joint planning and program complementarity between Green River and Highline Community Colleges, the further sharing of resources and joint enrollments emerges as a logical advanced step for the coordinated delivery of services to their communities.

6. Tacoma Community College and Fort Steilacoom Community College, because of their proximity to one another and to L.H. Bates and Clover Park Vocational-Technical Institutes should work together in an alignment aimed at eliminating unnecessary duplication and overlap through a coordinated approach to meeting the needs of their common service areas.

7. Collaboration among institutions in the more populous areas of the state (particularly Seattle) are also feasible. In such areas the pooling of evening classes with a view to reducing overall costs should be considered.

8. With respect to transferability, the senior public institutions should acknowledge the Associate of Arts degree earned in one of the state's community colleges for what it is, certification of achievement through the sophomore level in a major component of the state's public higher education system. The Associate of Arts (transfer) degree should be accepted as _prima facie_ evidence of completion of the first two years of college work.

9. In dealing with "excess" credits earned by community college students in transfer programs, the bias should be for their acceptance for credit in the public senior institutions.

10. Both the senior institutions and the community colleges should continue to share responsibility for lower division education in this state. However, in the Seattle area, in view of the presence of only one senior public institution in that population center, and the concomitant pressure for admission on that institution, the community colleges should assume primary responsibility for such instruction.

11. In the roles and missions report relating to the senior public institutions a recommendation calls for exploration of a consortium of public colleges and universities to meet the undergraduate educational needs of the Seattle area. The Seattle Community College District should be

a partner in such a consortium, and consideration should be given in the feasibility study to the use of the North Seattle campus as the site, with the Seattle District assuming responsibility for lower division education in the consortium.

12. This report is supportive of the provision of General Studies programs in the community colleges. However, it is recommended that the General Studies program reflect the same general requirements in all the colleges within the system. Consideration should be given to the award of a certificate rather than a diploma to graduates of these programs.

13. As information on manpower requirements for various occupational programs offered within the system becomes available, it is recommended that information on job prospects be published in each community college catalog.

14. The development of a system of occupational demand forecasting by the Coordinating Council for Occupational Education and the State Board for Community College Education holds promise. This effort is encouraged.

15. Evidence of occupational program duplication is apparent among colleges serving the same general areas of the state. Such duplication should be examined with an eye to consolidating programs. A mechanism for achieving such review may be the program advisory committees in each district. These committees, meeting on a regional basis with their counterparts within the system and the vocational-technical institutes should examine similar program offerings and make recommendations to the State Board for program continuation, consolidation, or termination.

16. The system should fully explore assigning program areas of responsibility to single colleges. In such cases, the college assuming the responsibility should be the only institution offering the program in the region, or, when appropriate, the state.

17. An effective regional screening process for reviewing new program proposals should be instituted.

18. This report has raised questions regarding both the adequacy and costs and funding of apprenticeship programs in the state. A study of the apprenticeship programs should be undertaken.

19. In view of the growing interest in vocational preparation programs, the Council on Higher Education, working with the State Board, should undertake study of the inverted curriculum and problems associated with the transfer of credit from community college occupational Associate Degree programs to senior institutions. The objective should be the establishment of upper division general studies programs in the senior institutions that will articulate with community college occupational Associate programs.

20. Proposals for new programs that are likely to entail more than two years (90 quarter credits) in the community college should be reviewed and recommended by the Council on Higher Education prior to their inauguration.

21. In the area of Adult Basic Education, the community colleges and the local public schools should continue their cooperative efforts to bring Adult Basic Education to isolated areas. An ultimate goal should be the provision of such programs in every school district.

22. In view of the predominant role of the community colleges in adult education, it is recommended that administrative responsibility for this federally-funded program be transferred from the State Board of Education to the State Board for Community College Education.

23. It is recommended that the issue of state funding of community service programs be re-examined with an eye to funding, but that equality of funding between this and other community college programs, particularly in view of other current needs, is not essential.

24. In funding community service programs, provision of resources for an administrator in each college should be the first priority. Beyond this, the release of faculty members for participation in community service endeavors, without charging the full cost of their time to the community service budget, could create the conditions for maintenance of community service functions.

25. It is recommended that the State Board for Community College Education and the Superintendent of Public Instruction collaborate in the provision of community education services to preclude duplication of effort and overlap of function.

26. This report is supportive of guidance and counseling services in the community colleges. In keeping with a recommendation in the senior institution roles and missions report, it is recommended that Career Analysis courses examining career opportunities for lower division and entering students be provided in all colleges and universities.

27. The use of part-time faculty in the community colleges should be evaluated from the perspective of its effects on the long-range instructional goals and objectives of the institutions.

28. It is recommended that the community colleges reassess their student services programs in view of the array of students served. Particular attention should be directed to students identified in the evening and continuing education categories. Improved guidance and counseling service for such students could be provided through the staffing of counseling and guidance offices in the evenings.

29. Finally, it is recommended that those community colleges currently not carrying the designation "community college" in their title assume this appellation.

APPENDIX 1

COMMITTEE II

Ms. Peggy Anet
Council on Higher Education

Ms. Mary Barkworth
Member, Board of Regents
Washington State University

Dr. C. William Chance
Council on Higher Education

Dr. Dale Comstock
Central Washington State College

Rev. Frank Costello, SJ
Gonzaga University

Dr. W. Robert Day, M.D.
University of Washington

Mr. George Dorr
Highline Community College

Dr. Ronald Geballe
University of Washington

Dr. Kenneth A. Johnston
Pacific Lutheran University

Ms. Rindetta Jones
The Evergreen State College

Dr. Henry Lennstrom
Lower Columbia College

Mr. David Marsh
Western Washington State College

Dr. Elroy McDermott
Eastern Washington State College

Mr. Richard Moe
State Board for Community College Education

Dr. Richard Roddis
University of Washington

Dr. Robert Roberts
Renton Vocational-Technical Institute

Mr. Walt Roberts
Skagit Valley College

Dr. Clarence J. Simpson
Whitworth College

Dr. Doris G. Stucke
Pacific Lutheran University

Dr. Glenn Terrell
Washington State University

Dr. Charles Teske
The Evergreen State College

Mr. Steve Thompson
Student, Bellevue Community College

Dr. Martin Waananen
Washington State University

MEMORANDUM

TO: Dean Charles Teske, Chairman,
Members of Committee II, Instructional Programs

FROM: William Chance, Deputy Coordinator/Planning

DATE: August 25, 1972

RE: COMMITTEE CHARGE

The Instructional Program Committee's basic function is to support the Council on Higher Education in the development of a comprehensive long-range plan for post-secondary education in this state. Specifically, it is charged with the preparation of a report on instructional programs answering to the concerns indicated below. The report may or may not accord precisely with the outline described on pages 18 and 19 of "A Planning Outline for the Study and Coordination of Washington Higher Education: March, 1972," as the Committee determines.

In its report, the Committee should describe the instructional program role and mission of each institution, or segment, of higher education, assess the current circumstances attending each major instructional program area, determine the present and desirable outcomes of instructional programs, and project desirable alternatives for growth and change. These functions are set forth in the following statements. Under each is a series of questions illustrative of CHE interests. These questions are presented as examples; they do not represent the full range or scope of concerns, and they should not be viewed as limiting.

A. In collaboration with representatives of each institution or segment, as appropriate, identify and articulate the instructional role and mission, past, present (de facto and de jure), and future, of each institution, or if appropriate, each segment, of higher learning in Washington.

Interests Include:

1. How can the distribution of instructional program responsibilities be continued, modified, or altered to achieve the greatest effectiveness in instructional resource utilization?

2. How can the independent colleges and universities be brought into a harmonious relationship with the public sector so that maximal effectiveness is attained while independence and autonomy are retained?

3. What is the appropriate post-secondary instructional program role and mission of the proprietary sector, and how can proprietary schools and programs be most effectively coordinated with the rest of Washington higher education?

B. In collaboration with representatives of each institution or segment, as appropriate, determine and describe the current circumstances obtaining in each major academic instructional field (e.g., Agriculture and Natural Resources, Natural and Physical Sciences, Health Sciences, Humanities, Business, Education, Social and Behavioral Sciences, Fine Arts, Vocational-Technical Fields, Professions, Continuing Education, etc.).

Interests Include:

1. What are the strengths and weaknesses of the instructional programs currently offered?

2. What instructional program gaps are apparent in Washington higher education?

3. In which fields are current program offerings excessive?

4. What are the major problems and concerns of educators in the particular instructional program areas?

5. To what objectives, or outcomes, is activity in each instructional program area directed, and what are the strengths and weaknesses of current objectives?

6. What programs are now contemplated for offering during the remaining years of the decade?

7. What innovative approaches to education are extant in higher education, and what have been their successes and failures?

C. Project and describe the most desirable and apparently attainable alternatives for change and growth for post-secondary instructional programs in Washington.

Interests Include:

1. What shifts in society, the economy, personal interests, etc. are likely to create needs for new instructional programs or approaches before the end of the decade? Conversely, which programs are likely to require de-emphasis or discontinuation before the end of the decade?

2. What major ideas for altering traditional approaches to education are likely to affect it during the decade?

3. What new educational systems or concepts are likely to emerge and how will these affect higher education?

D. Discuss and describe state, segmental, or institutional policies, decisions, and resources necessary to move instructional programs in post-secondary education in the preferred directions.

E. Consider any additional specific recommendations the Committee may wish to make to the Council on Higher Education.

According to the Council's Planning Outline, the Committee's report should be completed not later than March, 1973. However, because of delays resulting from the summer vacation and the difficulties experienced in empaneling the Committee, the deadline can be extended to June. The Committee's report will be published by the Council, and its recommendations will clearly have an impact on the Council's comprehensive plan. The Committee must write its own report. The Council staff will assist in the final editing and preparation for publication, and if desired, it will handle the clerical tasks associated with typing of drafts, duplication, etc.

The procedures the Committee wishes to follow are its concern. As a suggestion, it might divide itself into task forces that accord with its concerns, as these are described in its charges (although it might be better to meet as a single body for the first few meetings). All members should be invited to submit ideas and suggestions, regardless of membership, for all task forces. After their charges are defined, the task forces would meet separately, at the call of their chairman, to draft memoranda for the review of the full committee. After submission of task force memoranda, the full committee should review them and seek consensus on each topic. After such review, task force chairmen would revise reports to reflect this consensus. Individual dissenting members would be invited to prepare discretionary minority reports or individual position papers. Final meetings of the full committee would then be held, probably during the spring, to consider specific recommendations. Representatives of the institutions or segments would be asked to submit position papers prior to final action on the report.

These procedures are suggestive. The Committee may wish to consider the matter of procedures during its initial or early meetings and describe its own preferred approach. The Council staff will be present at all meetings to take notes, prepare minutes and work with the Committee as it proceeds.

APPENDIX 2

Standard Policy and Procedures Manual, SBCCE.

6.30.06 - Relationship of New Campuses to Existing Campuses and Service Areas

A critical factor in the decision to establish a new campus is the degree to which the service area of the proposed campus will overlap the service area of other existing instructional locations. The following criteria should be applied in evaluating this factor.

(1) When 50 per cent of the population in the proposed service area is already in the service area of existing community college instructional locations:

(a) It must be established that existing sites **are** inadequate to house educational services required by their respective service areas in the next ten years as determined by such factors as rates of facility utilization, site availability for additional construction, and obsolescence or inappropriateness of existing facilities; and,

(b) It must be established that the proposed campus site will be adequate to accommodate both the enrollment overflow from existing service areas and the service demand from the new area proposed to be served.

(2) When 50 per cent or more of the population in the proposed service area is not in the service area of an existing community college facility, the proposed campus site must be adequate to accommodate the demands of its service area for the next fifteen years.

(3) in assessing the appropriateness of a proposed campus location, all the following minimum values shall be demonstrated with regard to service area:

Characteristic	Primary Campus	Secondary Campus
(a) Geographically described range of the drawing power of a campus.	The area within 25 miles or 30 minutes commuting time.	Same as Primary Campus.
(b) Minimum population within 10 years.	At least 50,000.	At least 25,000.
(c) Minimum enrollment in tenth fall quarter of operation.	2000 day FTE's.	500 day FTE's unless further limited by program capacity.

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WASHINGTON COMMUNITY COLLEGES

VOCATIONAL PROGRAM OFFERINGS

	BELLEVUE	BIG BEND	CENTRALIA	CLARK	COLUMBIA BASIN	EDMONDS	EVERETT	FORT STEILACOOM	GRAYS HARBOR	GREEN RIVER	HIGHLINE	LOWER COLUMBIA	NORTH SEATTLE	O.V.T.I.	OLYMPIC	PENINSULA	SEATTLE CENTRAL	SHORELINE	SKAGIT VALLEY	SOUTH SEATTLE	SPOKANE COMMUNITY	SPOKANE FALLS	TACOMA	WALLA WALLA	WENATCHEE VALLEY	WHATCOM	YAKIMA VALLEY
Account Clerk, Opt.														X													
Accountant	X			X		X		X		X			X	X	X	X	X	X			X		X				
Admin. of Justice, Law Enforc., Criminal	X		X	X	X		X	X		X	X	X	X		X			X	X		X	X	X	X		X	X
Admin. of Volunteers											X																
Advertising & Tech. Illus., (Art, Comm)			X		X		X										X				X						
Agri-Chemical Business			X																								
Agricultural Tech. Agri-Business		X	X	X	X																				X		X
Agricultural Tech. Production Agri.																					X					X	
Air Cargo Agent				X							X													X			
Air Conditioning (Indus. Mechs, Htg, Ref																					X				X		
Air Traffic Control										X											X						
Animal Technology								X																			
Aquatic Specialist											X																
Art, Commercial			X		X		X										X				X						
Autobody Rebuilding & Refinishing				X	X					X		X					X		X	X	X						X
Automotive Mechanics		X		X	X		X		X	X		X		X	X	X	X		X	X	X			X	X		X
Aviation Business											X																
Aviation Electronics Certificate													X														
Aviation Maint. Tech. (A&P)		X					X													X	X						
Baking, Commercial				X													X				X						
Banking & Credit Mgmt (Financial Services)					X					X								X			X		X				
Barbering															X												
Biological Laboratory Technician																		X									
Bookkeeping													X	X			X							X			
Building Maint. and Operation											X																
Business, General		X		X	X	X		X	X		X			X	X			X			X	X		X	X		X
Business Technology (Management)				X								X	X														
Cabinetmaking and Millworking																	X										
Cardiopulmonary																					X						
Carpentry					X		X		X	X							X				X						
Cashiering and Checking										X				X			X				X						
Central Service Technician											X																
Chemical Tech.																	X	X									
Civil Engineering Technology			X	X						X	X			X					X					X			X
Cleaning & Spotting																	X										
Clerk Steno. (Option)			X									X		X	X		X	X			X						X
Clerk Typist	X		X	X						X		X		X							X			X			X
Communications Electronics Certificate													X														
Construction-Survey Technician	X			X																							

SOURCE: SBCCE, Vocational Program Goals, January, 1974

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WASHINGTON COMMUNITY COLLEGES

VOCATIONAL PROGRAM OFFERINGS

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Construction Tech.					X																						
Cook's Prep & Din. Rm Svc (Waiter-Waitress)													X				X				X						
Cosmetology							X					X					X	X			X						
Court Reporting										X																	
Criminal Justice, Law Enfor,Admin.of	X		X	X	X		X	X		X	X	X	X		X			X	X		X		X	X		X	X
Culinary Arts (Food Service)				X									X				X				X			X			
Custodial Training						X																					
Custom Apparel Design & construction																	X										
Data Processing Operator		X	X	X	X		X	X			X	X			X		X				X			X			X
Data Processing Programmer					X								X				X										
Data Processing Technician					X								X				X										
Dental Assistant						X								X			X				X						
Dental Hygienist				X														X									X
Dental Laboratory Technology																	X										
Diesel--Heavy Duty Mechanic				X	X											X				X	X				X		X
Display Designer																					X						
Diving Technician Oceanographic Techn)											X																
Domestic Appliance& Vending Mach.Repair													X								X						
Drafting Technician	X			X			X			X	X				X		X			X							
Drafting Technician (Architectural Option)																	X	X			X						
Drafting Technician (Industrial Option)													X														
Drafting Technician (Structural Option)													X														
Driver Training, Commercial																				X							
Drycleaning																	X										
Early Childhood Education	X			X	X	X	X	X		X	X		X		X		X	X			X		X			X	
Electrical Power Generation Certificate													X														
Electrical Technology AAS Degree													X														
Electromechanical Technician																X	X				X						
Electronics															X												
Electronics Technology			X	X	X	X	X		X	X		X	X	X				X	X		X				X		X
Engineering Drawing Technician													X														
Engineering Technol.				X			X								X	X											
Environmental Horticulture	X			X		X								X						X	X						
Environmental Technology																		X									
Farm Machine Repair	X																				X			X	X		X
Farrier															X												
Fashion Merchandising	X						X	X			X							X			X						
Filing and Records Management								X																			X
Financial Services					X					X								X			X		X				

SOURCE: State Vocational Program Goals, January, 1974

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WASHINGTON COMMUNITY COLLEGES

VOCATIONAL PROGRAM OFFERINGS

	BELLEVUE	BIG BEND	CENTRALIA	CLARK	COLUMBIA BASIN	EDMONDS	EVERETT	FORT STEILACOOM	GRAYS HARBOR	GREEN RIVER	HIGHLINE	LOWER COLUMBIA	NORTH SEATTLE	O.V.T.I.	OLYMPIC	PENINSULA	SEATTLE CENTRAL	SHORELINE	SKAGIT VALLEY	SOUTH SEATTLE	SPOKANE COMMUNITY	SPOKANE FALLS	TACOMA	WALLA WALLA	WENATCHEE VALLEY	WHATCOM	YAKIMA VALLEY
Fire Science					X	X															X			X			
Fish and Game Management Technician									X																		
Fisheries Technology																X											
Flight Attendant Preparation				X							X													X			
Floriculture																										X	
Food Market Management								X													X						
Food Processing					X																						
Food Service Technol (Culinary Arts)																		X									
Forestry			X				X			X		X				X		X			X				X		
Front End Alignment (Automotive Mech.)		X		X	X		X		X	X		X		X	X	X	X		X	X	X			X	X		X
Graphic Arts Repro. In-Plant Duplication																	X										
Graphic Arts Repro. Lithography,Printing				X																	X						
Graphic Arts Repro. Offset Printing	X										X						X										
Heating, Refer. & Air Conditioning																					X				X		
Histologic Technician																		X									
Home Economics						X																					
Home Furnishing Merchandising																		X									
Home Health Aide																					X						
Horology & Micro-Precision Instrumentation													X								X						
Hotel-Restaurant Management				X		X					X						X				X						
In-Plant Duplication (Graphic Arts)																	X										
Industrial Electrician																					X						
Industrial Electronics Certificate													X														
Industrial Engineer.											X							X									
Industrial Maintenance Mechanic			X									X									X			X			
Industrial Mechanics																					X				X		
Industrial Relations								X																			
Instruction Materials																								X			
Instrumentation												X															
Insurance Mgmt.													X														
Interior Decoration	X																		X								
Irrigation Technology		X																									
Jewelry Repair,Manufacture & Design													X								X						
Keypunch/Verifier Operator			X					X				X		X	X		X				X						
Labor Studies																		X									
Landscaping/Ornamental horticulture																										X	
Laundry & Dryclean Counter Procedures																	X										
Law Enforcement	X		X	X	X		X	X		X	X	X	X		X			X	X		X		X	X		X	X
Lithography				X																	X						

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VOCATIONAL PROGRAM OFFERINGS

	BELLEVUE	BIG BEND	CENTRALIA	CLARK	COLUMBIA BASIN	EDMONDS	EVERETT	FORT STEILACOOM	GRAYS HARBOR	GREEN RIVER	HIGHLINE	LOWER COLUMBIA	NOPTH SEATTLE	O.V.T.I.	OLYMPIC	PENINSULA	SEATTLE CENTRAL	SHORELINE	SKAGIT VALLEY	SOUTH SEATTLE	SPOKANE COMMUNITY	SPOKANE FALLS	TACOMA	WALLA WALLA	WENATCHEE VALLEY	WHATCOM	YAKIMA VALLEY
Legal Assistant						X																					
Legal Secretary								X													X						
Library Technician				X					X		X																
Machinist				X	X				X	X	X	X			X		X	X						X			
Manufacturing Engineering Technician				X						X	X	X						X									
Marine Biology																		X									
Marine Carpentry																	X										
Marine Engineering Technology																	X										
Marine Maintenance and Repair																			X								
Mass Communications Technician												X															
Mechanical Engineering Technology				X						X	X	X						X									
Media Technician	X																										X
Medical Assistant						X							X	X	X												
Medical Laboratory Technician																		X							X		
Medical Photographer	X																										
Medical Records Technician																		X			X		X				
Medical Secretary				X				X				X	X	X							X						X
Medical Transcriptionist								X		X											X						
Mental Health Technician								X													X						
Mental Retardation Technician								X													X						
Mid-Management	X		X	X	X	X	X	X	X	X	X				X	X		X	X		X			X	X		
Millworking and Cabinetmaking																	X										
Musican (Band) Instrument Service & Repair																					X						
Natural Resource Technology																					X						
Nurse, AA Degree Registered	X			X	X		X				X	X			X	X	X	X	X		X		X	X	X		X
Nurse, Licensed Practical		X	X	X	X		X		X	X		X	X	X	X	X	X		X		X			X	X		X
Nurses Aide												X		X	X						X				X		X
Nursing Home Administration																										X	
Oceanographic Technology, General																		X									
Oceanographic Tech. (Marine Biology Tech)																		X									
Oceanographic Tech. (Diving Technician)											X																
Office Clerical, General									X				X	X	X		X	X									
Office Machine Repair														X							X			X			
Offset Printing	X										X						X										
Optometric Technician																					X						
Orthopaedic Physician's Assistant											X																
Park Ranger Technician																			X								
Photo-Journalism Technician																						X					
Photography							X							X			X										

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Pilot, Commercial		X	X									X															
Power Sewing																	X				X						
Printing (Graphic Arts)				X																	X						
Psychiatric Aide																					X						
Purchasing Mgmt.																		X									
Radio Broadcasting																						X					
Radiologic Technology	X																						X		X		X
Real Estate	X			X	X		X			X		X	X		X	X		X			X		X				
Real Estate Secretary (Option)																						X					
Receptionist-Clerk																							X				
Recreation (Leadership)										X														X			
Recreation Technician	X	X		X				X									X										
Refrigeration, Htg, Air Conditioning																					X				X		
Replacement Parts Management												X									X						
Respiratory Therapy											X						X		X		X		X		X		
Secretary, Executive-Office Management													X				X										X
Secretarial Studies General	X		X	X	X		X	X	X	X		X			X	X		X	X					X			X
Secretary w/Legal Option								X													X						
Secretary w/Medical Option				X				X				X	X	X							X						X
Service Representative										X							X				X		X			–	
Service Station Operator											X								X		X						
Sheet Metal																	X				X						
Ski Instructor, Professional																									X		
Small Engine Repair		X									X				X						X				X		
Social Service Assistant	X					X	X										X				X						
Social Service Ed./Community Organ & Leadership						X																					
Structural Technology								X													X						
Surgical Technician																	X										
Tailoring																	X										
Teacher Aide							X																				
Teller																											
Therapy Assistant, Occupational										X																	
Therapy Assistant, Physical										X																	
Traffic Engineer Technology						X																					
Trailer Rebuilding & Refinishing (Opt)				X	X					X		X					X		X	X	X						X
Transportation Agent										X	X										X						
Typist, Production								X																			
Vending Machine Repair & Domestic Appliance													X								X						
Visual Communications Technology																		X									

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Waiter-Waitress													X				X				X						
Ward Clerk												X									X						
Watch Repair													X								X						
Welding Technology	X	X		X	X		X		X	X	X	X		X	X		X		X		X			X			X
Welding, Thermoplastic												X															
Wool and Silk Finishing																	X										

UNIVERSITY OF CALIF.
LOS ANGELES

APR 11 1975

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SOURCE: SBCCE, Vocational Program Goals, January, 1974